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CAMPUS
TRENDS
1994

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ELAINE EL-KHAWAS
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AMERICAN COUNCIL
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American Council On Education

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CAMPUS TRENDS 1994

A TIME OF REDIRECTION

ELAINE EL-KHAWAS
VICE-PRESIDENT FOR POLICY ANALYSIS AND RESEARCH

HIGHER EDUCATION PANEL REPORT NUMBER, 84, JULY 1994

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Special gratitude also goes to all campus respondents. We are very much aware of the heavy demands on their time. Yet, their willingness to complete the questionnaire and to meet our deadlines is critical to the development of a timely report with reliable results.

CAMPUS TRENDS 1994 EXECUTIVE SUMMARY

Reorganization and redirection may be the defining themes of the 1990s for American higher education. Two-thirds of colleges and universities have taken action recently to reorganize their administrative operations; most have also cut back on their expenses, usually by making strategic judgments rather than by imposing across-the-board cuts. Almost all have tightened their monitoring of expenditures.

Academic redirection is also evident. Most campuses have reviewed their current programs, especially to consider how well each program contributes to the institution's overall mission. Close to half have eliminated some academic programs. Many institutions have developed measures of student outcomes and other assessment procedures.

New programs are being developed, sometimes involving comprehensive changes in approach. Many of these actions represent a direct response to changing needs among students and in the community. Often, too, institutions are developing or expanding academic programs that will generate additional revenue.

Many campuses have made progress in enhancing minority degree attainment, not only in admitting students but also in improving retention and graduation rates. Administrators are in agreement that key success factors in minority degree attainment are programs offering both academic support and one-to-one counseling.

Financial concerns are still prominent although, in most regions, campuses no longer face the "crisis" conditions of a few years ago. Relatively few had mid-year budget cuts and most saw their operating budgets increase, compared to the year before. There is potential for erosion of some services for students. Half of all institutions have recently reorganized their student services offices; almost as many have set new fees for student services. Four in ten also expect increased class sizes. Keeping up with the pace of technology is a major concern, as is the need to upgrade equipment and facilities. Fund-raising has taken on greater importance; a large number of campuses are apparently reaching out to alumni, to their community, or to corporate and foundation sources for greater financial support.

Enrollment growth—a typical part of the late 1980s—may be slowing. Only half of all institutions had increased enrollment last year. Affordability is a looming concern; one-third of administrators in this study rated their student financial aid as only "fair" or "poor."

The general picture suggests that the mid-1990s are a time of strategic choices and redirection of activity for many American colleges and universities. Higher education is taking many steps to make its operations more efficient and to improve programs. New programs are being developed to attract and respond to new student and community needs. Yet, enrollment projections are modest, suggesting little net growth in the near future, and financial pressures are likely to remain intense, forcing close scrutiny of all operations.

This report marks the eleventh year in which the American Council on Education has issued *Campus Trends*, an annual survey of changes taking place in the academic and administrative practices of American colleges and universities.

During the Spring of 1994, senior administrators at 406 colleges and universities completed survey questionnaires (80 percent of a sample of 508 colleges and universities). Responses are statistically weighted so that results reflect all American colleges and universities that offer a general program of undergraduate instruction. Appendix B offers further information on the survey.

This report focuses mainly on changes affecting all colleges and universities. Tables following the text show detailed results by type of institution. This year's report is organized according to more specific categories than were previous reports, including:

- two-year public institutions;
- public comprehensive institutions;
- public doctoral universities (including doctoral-granting and research universities);
- independent colleges (including liberal arts and comprehensive institutions); and
- independent doctoral universities (including doctoral-granting and research universities).

For many topics, responses to this year's survey are compared with responses given when the same questions were asked in previous *Campus Trends* surveys.

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FINDINGS

I. Important Campus Issues

The 1990s present some distinctive challenges for college and university leaders. Figure 1 depicts the issues that are high on the agenda for campus administrators. Respondents were asked to identify three major challenges facing their institutions in the near future. Table A1 (see Appendix A) shows responses organized into six broad categories; Table A2 shows responses in greater detail. Comparisons are made to 1991 responses, when the same question was asked (*Campus Trends, 1991*).

Financial issues were paramount in 1991 and they remain so in 1994. However, the specific issues vary somewhat between 1991 and 1994 and also by type of institution (Table A2).

Inadequate budgets are a key financial reality, cited by 65 percent of public institutions (Table A2). This is fewer than in 1991, however, when 89 percent of public two-year institutions and 75 percent of public four-year institutions cited inadequate budgets as a major issue.

Attention has shifted somewhat, toward a new focus on reorganizing the institution in response to constrained budgets. Almost half of public research and doctoral universities and 3 in 10 other institutions in the public sector offered such responses, as did 30 percent of independent doctoral universities and 16 percent of independent colleges. These responses emphasize the challenge of moving ahead despite inadequate budgets. The focus is on the initiatives to be taken or the objectives to be achieved in a difficult financial climate. Examples of such responses include:

"...restructuring to maintain quality within greatly decreased resources..."

"...restructuring of administrative and academic functions to gain increased efficiencies..."

"...reengineering major processes throughout the university..."

"...restructuring, refocusing, downsizing, stabilizing our financial situation..."

"...refocusing our support for academic programs..."

"...maintaining financial strength in the face of declining state budget support. This includes maintaining competitive faculty salaries...and providing financial support for graduate and undergraduate students..."

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"Attention has shifted somewhat, toward a new focus on reorganizing the institution in response to constrained budgets."

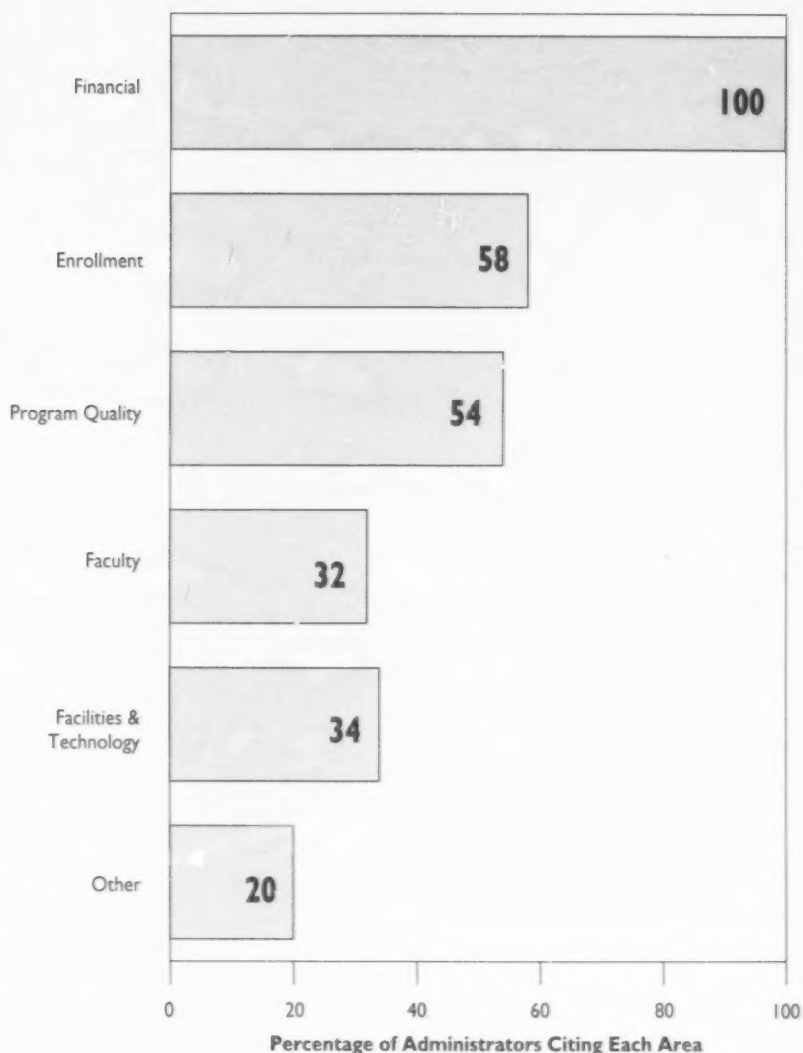
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**“Fifty-eight percent
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FIGURE 1
Major Challenges Ahead



Source: Campus Trends, 1994, American Council on Education.

Among public comprehensive institutions, about 2 in 10 stated that an important challenge was to find new sources of funds or to increase their fund-raising. For independent institutions, a similar proportion cited fund-raising, although this concern was matched in importance by urgent needs to provide more student financial assistance (Table A2).

Back in 1991, 42 percent of institutions had reported that enrollment issues offered major challenges. By 1994, enrollment had increased in salience, especially among public institutions:

- Fifty-eight percent of all institutions cited enrollment as a key challenge (Table A1); the specific issues centered on maintaining enrollment (Table A2) but some mentioned concerns about increasing enrollment.
- Among public institutions, the pressure to serve a more diverse population was often mentioned.

Challenges related to curriculum and program quality were cited by more than half of all institutions (Table A1). Most responses involved efforts to strengthen and improve current programs (Table A2).

- Development of new programs was cited by 1 in 10 institutions.
- One in ten institutions reported a major challenge was to review and sharpen their mission.

Assessment was also a focus, cited as a separate challenge by 12 percent of all institutions; this is almost the same as the level of response given in 1991. However, in 1994, assessment challenges were more often cited by independent institutions than by public institutions; the reverse was true in 1991.

Some responses referred to general pressures for program enhancement; often, a broad goal was stated, for example:

"...to become more student-focused..."

"...to further internationalize our curriculum, student body and faculty..."

"...to reconfigure the graduate program..."

Issues related to faculty were mentioned by one-third of all institutions in 1994 (Table A1), down somewhat from the 46 percent who cited such issues in 1991. The specific issues (Table A2) mainly involve faculty effectiveness. Responses included:

"...re-energizing and rewarding faculty..."

"...maintaining faculty vitality in the context of changing student needs..."

"...redefining faculty roles and rewards..."

"...maintain balance between teaching and research..."

"...assist faculty in monitoring transitions ... that are appropriate to identified priorities in mission..."

Certain recruitment issues emerged as well, including the need to recruit minority faculty.

Infrastructure needs were also cited frequently. Some needs have emerged in response to changing computer technology and growing demand for academic uses of computers. The need to update equipment and facilities was also cited; some linked these needs with faculty recruitment, i.e., to provide equipment start-up and space for new faculty in the sciences. Others stated that they face problems of "deteriorating infrastructure" or face a "backlog of capital maintenance" needs.

In the following sections of this report, other aspects of these issues will be described. Sections II and III offer detail on the financial constraints that campuses are facing, along with the organizational responses that are being made. Sections IV and V review enrollment and faculty issues. Section VI looks at several areas of academic policy, including a review of some factors that affect the time it takes for students to complete degree requirements. Section VII examines issues related to minority degree attainment, and includes respondents' views on what the key success factors are in enhancing attainment.

■

"Infrastructure needs were also cited frequently. Some needs have emerged in response to changing computer technology and growing demand for academic uses of computers."

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“Crisis conditions have eased in the public sector but both public and independent institutions continue to face serious financial pressures.”

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II. The Financial Picture: Some Stabilization

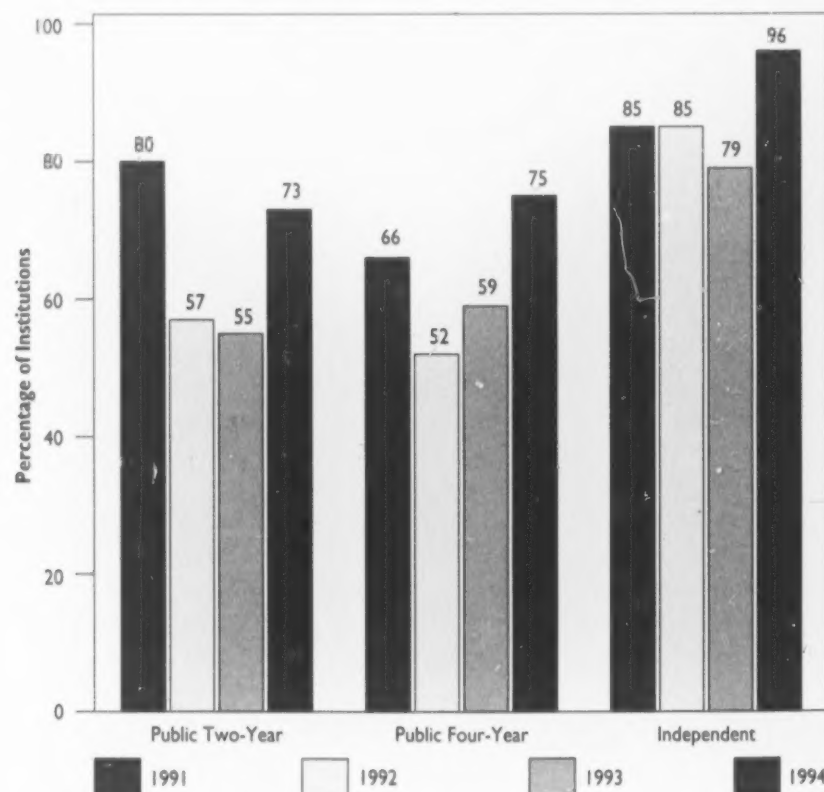
Crisis conditions have eased in the public sector but both public and independent institutions continue to face serious financial pressures (cf. Hines, 1994). About one-quarter of respondents described their institution's financial condition as “fair” or “poor.” Only one-third gave high ratings to their institution's overall financial condition. Circumstances differ in important respects between sectors, and will be reviewed separately.

Public Institutions: Some Relief

Most public institutions (73 percent) had increases in their operating budgets last year. However, most increases were modest, 5 percent or less. About half had increases that exceeded inflation, i.e., 3 percent or more (Table A3).

These conditions offer some improvement over the harsh financial environment that public colleges and universities faced during the early 1990s. In 1992, for example, barely half of public institutions had budget increases (Figure 2), and two-thirds had suffered from mid-year budget cuts (*Campus Trends*, 1992). Economic recession had forced many states to reduce their appropriations for state support of higher education, even though enrollments had continued to increase.

FIGURE 2
Institutions with a Budget Increase, compared to the Previous Year



Source: Campus Trends, 1994, American Council on Education.

Severe financing problems still affect some public-sector institutions:

- Twenty-eight percent of public institutions again reported a budget decrease or no change in operating budget, compared to the previous year.
- Similarly, about 1 in 4 public institutions faced a budget cut during 1993-94.

Looking ahead, most public institutions expected moderate increases in their operating budgets. About 1 in 4 predicted increases of more than 5 percent; many expected increases in the 3 to 5 percent range. Notably, either a budget decrease or no net change was predicted by 19 percent of community colleges (Table A3).

Change in State Support for Higher Education

One effect of recent state-level financial problems is a drop in the share of campus operating budgets that are covered by state funds. State funds now account for just half (50.5 percent) of the operating budgets of public institutions across the United States, down from 56.6 percent just five years ago (Table A3).

Comparison of the survey responses (Figure 3) shows that, during this five-year period, most public institutions experienced a decrease in the share — or proportion — of their funds that they receive from the state:

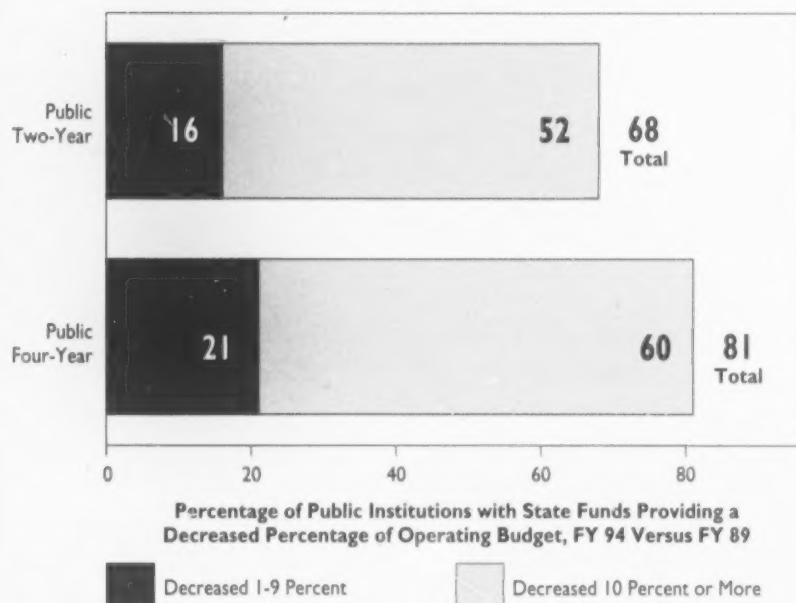
- Among four-year public institutions, 8 in 10 reported a decreased share of their budget from state funds.
- Sixty-eight percent of two-year public institutions reported a decline.
- For half of all public institutions, the proportion of state funding dropped more than 10 percent in the last five years.

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**“Looking ahead,
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FIGURE 3
Public Institutions with Lower State Funding



Source: Campus Trends, 1994, American Council on Education.

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"Independent institutions are facing pressures to keep spending down and to moderate tuition increases."

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The percentage of public institutions, by region, that reported a lowered share of state funding includes: Northeast: 85 percent; Midwest: 88 percent; South: 61 percent; and West: 68 percent. The institutions that have been affected the most are public four-year institutions in the Northeast: 94 percent had decreases, and 81 percent had decreases of 10 percent or more.

Independent Institutions: Continuing Budget Pressures

A different pattern of financial issues affects independent institutions. Affordability is a key concern, in a context where tuition revenues are usually the predominant source of income. Independent institutions are facing pressures to keep spending down and to moderate tuition increases. Yet, there are continuing needs to improve programs and upgrade services. And, with government aid covering only a portion of student financial need, independent colleges and universities have allocated increasing amounts of their own funds to student aid.

For 1993-94, almost all independent colleges and universities reported budgetary increases; 36 percent had increases of more than 5 percent. Indicative of tight budgetary pressures, however, 1 in 4 had to cut their operating budgets in the middle of the year (Table A3).

Increased Concern about Finances

Administrators at many colleges and universities are concerned about the financial condition of their institutions (Tables A3 and A4). Concern is greatest in the public sector, and has increased since 1988.

- At public four-year institutions, only about 1 in 4 administrators rated their institution's overall financial condition as "excellent" or "very good." One-third rated their financial condition as "fair" or "poor."

These responses mark a substantial erosion over the last decade. In 1988, for example, 36 percent of four-year public institutions had reported "excellent" or "very good" ratings (Figure 4).

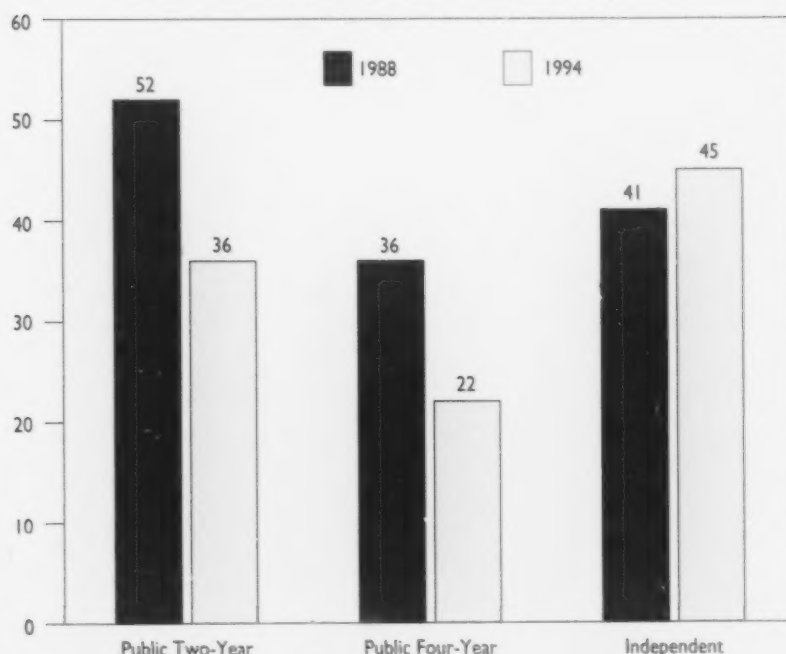
At community colleges, administrators judge their financial condition somewhat more favorably than their counterparts at public four-year institutions. However, their ratings are also lower in 1994 than those given in 1988 (Figure 4):

- Thirty-six percent of administrators at community colleges rated their financial condition as "excellent" or "very good;" this is a decrease from 52 percent in the 1988 *Campus Trends* survey.
- Similarly, 24 percent described their financial condition as "fair" or "poor" in 1994, an increase from 17 percent in 1988.

Compared to the public sector, many independent institutions are seen by their administrators as financially strong: almost half (45 percent) described their current financial condition as "excellent" or "very good." This is, in fact, a slight improvement over a few years ago.

A special financial concern emerged regarding the adequacy of student financial aid (Table A4). This has been a serious long-term concern for independent institutions, as they have been pressed to increase institutional

FIGURE 4
Overall Financial Condition: Excellent or Very Good



Source: Campus Trends, 1994, American Council on Education.

aid to supplement other forms of student aid. Public-sector institutions now are increasingly expressing a concern over the adequacy of student aid.

- Barely 19 percent of independent institutions gave strong ratings on the adequacy of their student aid. Another 37 percent gave ratings of "fair" or "poor."
- Only 10 percent of public comprehensive institutions gave high ratings on the adequacy of their institution's student financial aid; 51 percent rated it as "fair" or "poor."
- At public doctoral universities, 20 percent gave high ratings, whereas 50 percent rated their student financial aid as "fair" or "poor."
- At community colleges, the situation was not as bad: 25 percent gave high ratings, while 19 percent rated their student financial aid as "fair" or "poor."

These ratings also signal a worsening situation. Just a year ago, 37 percent of institutions had given favorable ratings on student aid (*Campus Trends*, 1993).

Another problem area for many institutions is their current level of faculty compensation (Table A4). Overall, only 22 percent gave favorable ratings.

- High ratings for faculty compensation were given at only 15 percent of public research and doctoral universities, and low ratings were given by half of these universities.
- Only 12 percent of independent colleges gave strong ratings on faculty compensation, and 35 percent rated their compensation levels as "fair" or "poor."

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Again, some erosion has taken place in a year's time. While 29 percent rated faculty compensation favorably in 1993, by 1994 only 22 percent did so. Among all independent institutions, 26 percent had rated faculty compensation favorably in 1993, but only 15 percent did so in 1994.

Ratings on the institution's ability to attract and hold good faculty have also dropped (Table A4); in 1994, 40 percent of all institutions gave high ratings, down from 54 percent who did so the year before.

Long-term Effects of Financial Pressures

The continuing financial pressures facing both independent and public higher education are likely to have lasting effects. Many problems will affect all institutions; however, there are some notable differences between the public and independent sectors.

At independent institutions, administrators were in agreement on two long-term effects of their current financial pressures (Table A5):

- The need for more institutional funds for student aid; and
- Increased reliance on tuition revenues.

These issues reflect the independent sector's special pressures to remain affordable, which raises the prospect of still further increases in the use of institutional funds for student aid.

Most administrators at independent institutions expected to avoid making other changes, e.g., developing a narrower mission, having fewer programs and services, or imposing an increased teaching load. Hardly any expected that their institutions would lose momentum on long-term plans or lose ground compared to other institutions.

When asked whether their institutions will be more effective as a by-product of recent financial pressures, 58 percent of the administrators at independent institutions agreed (Table A5); most others saw this as a possibility. A good proportion (41 percent) predicted that, as a result of recent financial pressures, their institutions would gain ground compared to other institutions. These signs of confidence compare with much more cautious responses at public institutions (Table A5).

At public institutions, reduced levels of state support have brought about a greater reliance on tuition revenues. Seventy-one percent of public-sector administrators cited this effect. They also forecast other long-term effects for public institutions (Table A5), including:

- Increased class sizes, especially at the introductory level.
- Deterioration in physical plant, labs and equipment.
- Further resource reallocation.
- Slower institutional growth than planned.
- Slower expansion of computer technology than planned.
- More programs that are revenue-generating.
- More state control over spending.

This latter concern was cited by 39 percent of community colleges.

III. Widespread Restructuring Initiatives

In this year's survey, respondents were asked whether they have taken steps to reorganize or restructure their operations recently. Actions affecting budgetary and administrative operations were included, along with possible changes in academic programs and in student support services.

The overall result is substantial (Tables A6 through A11). Over the last few years, most of the nation's colleges, community colleges and universities have made major changes, spanning diverse areas of operation. For example:

- Eighty percent of all institutions have tightened their monitoring of expenditures.
- Eighty percent have increased their efforts to raise funds from new sources.
- Almost as many (71 percent) have reviewed the mission of their academic units and increased their scrutiny of academic programs.
- About two-thirds have reorganized administrative offices.
- About 6 in 10 have cut budgets and have set new rules for developing budgets.

Notably, institutions across all sectors have taken such steps. Many of these actions are not new, strictly speaking, but reflect continuing actions over a period of years. Taken together, however, these actions could lead to some fundamental changes in institutional direction.

Administration and Budget

Among budgetary and administrative changes, actions appear to be selective rather than across the board (Table A6). Typically, budget cuts were made for some units and some line items; general cuts were less often reported. In administrative areas (Table A7), most campuses have reorganized offices. Many of the larger campuses have redesigned their administrative operations and have reduced administrative positions. Some institutions, especially in the public sector, are seeking greater cooperation with other institutions. Among independent institutions, 4 in 10 are giving new attention to revenue-producing uses of their facilities. Increased fund-raising is a central theme for both public and independent institutions.

Student Services

Student services have been reorganized at about half of all institutions (Table A8). Thirty-seven percent have set new fees for some student services. Both changes are most frequently reported by public research/doctoral universities: 70 percent have reorganized student services, and 69 percent have set new fees in these areas.

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Academic Programs

Academic programs also have come under increased scrutiny (Tables A9 and A10).

- Seven in ten institutions have reviewed each program's mission and contributions.
- Two-thirds have introduced new academic programs or units.
- More than half have increased the size of programs.
- Among public institutions, half have reorganized academic units and 4 in 10 have consolidated some programs. Public research/doctoral universities most often reported reorganization and consolidation of programs.

Forty percent of all institutions have eliminated academic programs during the last few years (Table A10). Most eliminated only a few undergraduate programs, but some public-sector institutions have eliminated a larger number of programs.

Only 7 percent of institutions found it necessary to terminate regular faculty for financial reasons (Table A10). Nearly all institutions avoided terminating a tenured faculty member; only 1 percent reported such actions.

Table A11 shows the principal ways in which college faculty have participated in recent decisions involving academic changes. The primary mechanism, cited by 87 percent of institutions, has been institution-wide committees that included faculty representatives. In contrast, 7 in 10 made use of standing committees of the academic senate, the traditional mode of faculty participation in academic decisions. This approach was used by 90 percent of public research and doctoral universities, and by 58 percent of their independent-sector counterparts. Faculty participation was reported at other levels as well, including committees tied to specific academic units and department-level discussions.

IV. Enrollment: Signs of a Slowdown?

The enrollment picture may be changing, possibly a side effect of the financial problems faced by academe in recent years. Just half of all colleges and universities (48 percent) increased their enrollment in the last year. Another 4 in 10 had enrollment decreases (Table A12).

This contrasts with higher education's record over the last few years, during which sizeable majorities of institutions had annual enrollment increases. In 1989, for example, 71 percent had increased enrollment (Figure 5). Just two years ago, in 1992, 68 percent had enrollment gains.

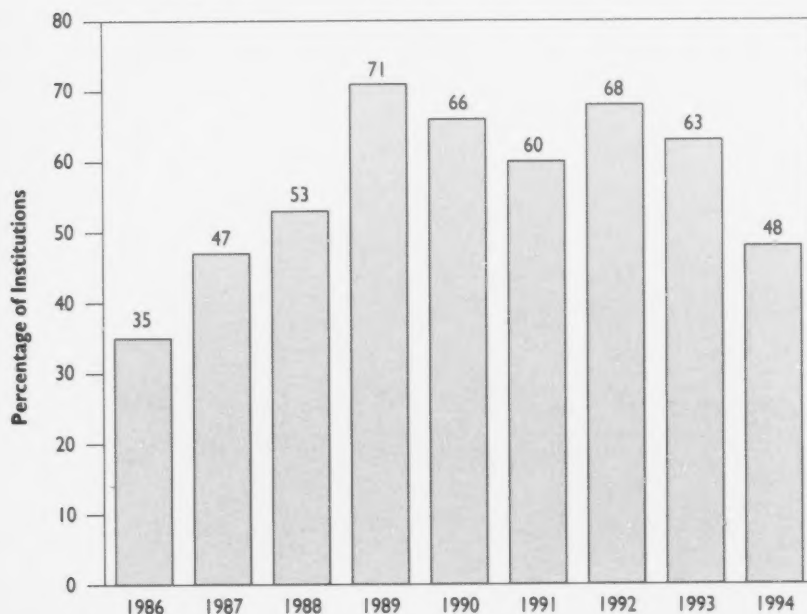
Several factors may be involved. For public institutions, recent financial problems have led to some cuts in course offerings and increased tuition charges. At the same time, the recent upswing in the national economy may be sending some people into the labor market who otherwise might have enrolled for further study.

Public four-year institutions were most likely to report an enrollment decrease (Table A 12):

- Fifty-three percent of public comprehensive institutions had decreased enrollment, outnumbering the 38 percent with enrollment gains.
- Public research and doctoral universities had similar experience: 51 percent reported an enrollment decline compared to 38 percent with an increase.
- In addition, master's-level enrollment declined for 37 percent of public comprehensive institutions.

■
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FIGURE 5
Percentage of Institutions Reporting Increased Enrollment



Source: Campus Trends, 1994, American Council on Education.

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“Two-thirds of independent institutions had enrollment increases on the master’s-level.”

■

Two-year institutions, which have been among the fastest-growing institutions in higher education, also showed signs of an enrollment slowdown. Barely half (48 percent) had enrollment gains this year, down from 69 percent with increases last year. Thirty-nine percent reported an enrollment decrease. Last year, 19 percent had an enrollment decrease.

Among independent institutions, the same pattern appears: only half (53 percent) had enrollment gains. Last year, 63 percent had reported gains. At the same time, 34 percent of independent institutions had enrollment decreases, compared to 21 percent with decreases last year.

Four-year public institutions in the Midwest most often reported enrollment losses. Percentages with an enrollment decrease included:

TWO-YEAR PUBLIC INSTITUTIONS:		FOUR-YEAR PUBLIC INSTITUTIONS:		INDEPENDENT INSTITUTIONS:	
Northeast	54 percent	Northeast	53 percent	Northeast	40 percent
Midwest	50 percent	Midwest	66 percent	Midwest	37 percent
South	27 percent	South	48 percent	South	35 percent
West	37 percent	West	34 percent	West	0 percent

A slowdown also appears for first-time freshmen, often an indicator of emerging enrollment trends. Overall, 36 percent of all institutions reported a decrease in first-time freshmen. A year ago, 27 percent had reported a decrease (Table A12).

In contrast, master’s-level enrollments are growing at independent institutions. Two-thirds of independent institutions had enrollment increases on the master’s-level.

Looking Ahead: Modest Enrollment Growth

Most administrators predicted enrollment increases in the next five years, but often at modest levels (Table A13). Half expected increases of 1 to 5 percent. Only one-third expected increases of more than 5 percent. Research and doctoral universities were especially likely to predict small increases or some decrease.

For some institutions, these lowered expectations may reflect continued demographic constraints. Many states, especially in the Northeast and Midwest, are at a low point in the annual number of high school graduates; substantial increases are not expected for another few years (WICHE, 1993).

V. Faculty: Stability and Change

About half of all colleges and universities increased the size of their full-time faculty in the last year. This proportion roughly parallels those that had enrollment increases. About half also increased their use of part-time faculty (Table A14).

Overall, 17 percent of institutions reported a net reduction in faculty ranks. Public research and doctoral universities most often reported decreases: 38 percent had a net decrease in full-time faculty and 33 percent had a net loss in part-time positions. Some of this decrease may be due to retirements: 28 percent of these institutions, considerably more than other types of institution, reported a drop in the number of tenured faculty (Table A14).

Part-time and Other Nontenure Faculty

Two different types of faculty appointments offer staffing flexibility at universities and colleges today. These include part-time appointments as well as full-time appointments that are not on the tenure track (Table A15).

- Close to half of all institutions make extensive use of part-time faculty (i.e., for more than one-fourth of courses). This response has remained largely the same since 1986 (cf. *Campus Trends*, 1993).
- About 6 in 10 institutions make use of nontenured appointments, including 16 percent with such appointments in all fields and another 45 percent with nontenure appointments in certain fields.
- One-third of these institutions increased the number of nontenured positions in the last five years; 1 in 4 expected to increase their use of such positions in the next few years.

Research and doctoral universities, both public and independent, make the greatest use of nontenure appointments:

- More than 8 in 10 research/doctoral universities have faculty on nontenure appointments.
- At public doctoral universities, nontenure appointments involve an average of about 14 percent of full-time faculty; at independent doctoral universities, the average is 21 percent.
- Nontenure appointments are most often found in certain fields. However, 33 percent of public research/doctoral universities and 22 percent of independent doctoral universities have nontenure appointments in all or most fields.

Underrepresentation Among Faculty

Campuses are making more progress in increasing the representation of women among their faculty than they are in increasing the representation of minorities (Table A14):

- Six in 10 institutions reported a net increase in women faculty, and 45 percent increased the number of women faculty who hold tenure.
- In contrast, only 33 percent had a net increase in the number of minority faculty, and only 18 percent increased the number of minority faculty who hold tenure.

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“Six in 10 institutions reported a net increase in women faculty, and 45 percent increased the number of women faculty who hold tenure.”

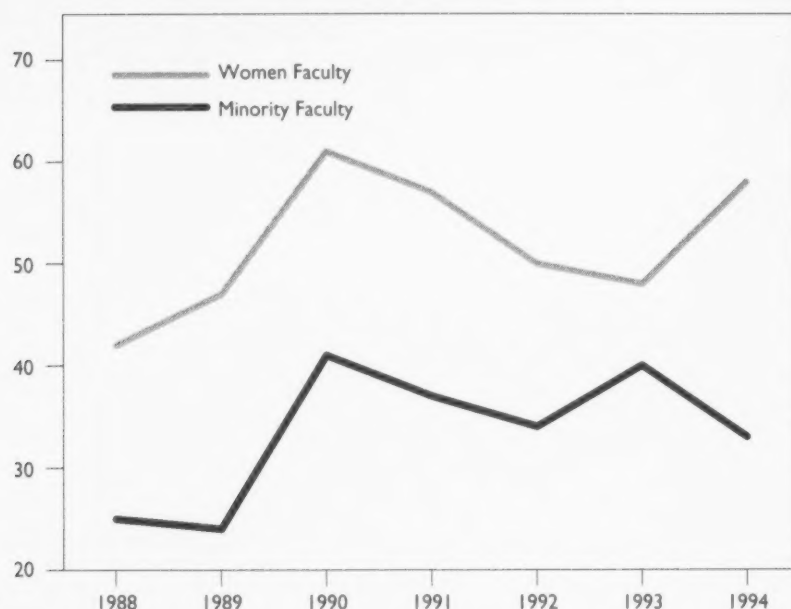
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“About 2 in 10 institutions reported that the lifting of the mandatory retirement age is likely to cause them problems.”

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FIGURE 6
Net Gains in Minority and Women Faculty



Source: Campus Trends, 1994, American Council on Education.

As Figure 6 shows, this general pattern, with minor variations, has been reported in *Campus Trends* surveys since 1988.

In this year's survey, most administrators described their institutions as only "fair" or "poor" on their ability to attract and hold minority faculty (Table A4); two-thirds gave their institutions these low ratings and only 12 percent described their experience as "excellent" or "very good." A recent ACE report that discussed the low success rate regarding minority hiring has suggested that, apart from hiring problems, more attention should be paid to retention issues for minority faculty (Carter and O'Brien, 1993).

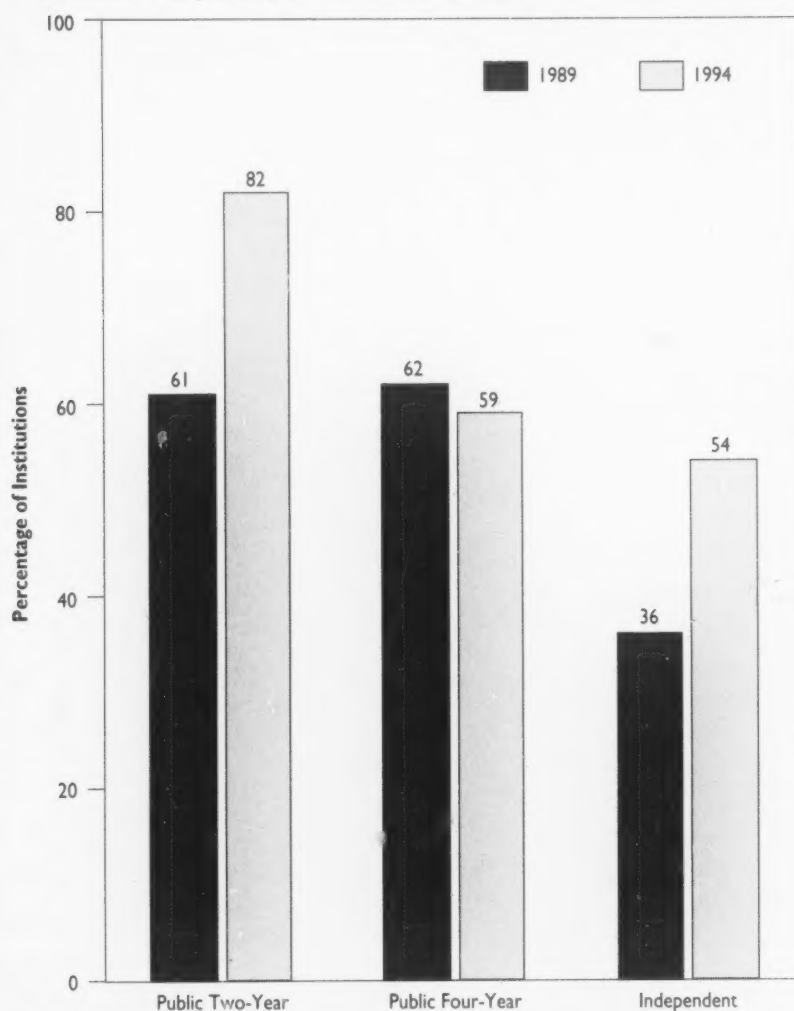
Retirement and Faculty Aging

Two-thirds of the nation's colleges and universities expect an increased pace of faculty retirements in the near future. Among community colleges, 8 in 10 are expecting increased retirements (Table A15).

As Figure 7 shows, expectations about retirements have increased for community colleges and for independent institutions. Five years ago, 6 in 10 community colleges expected an increased pace of retirements, compared to the 8 in 10 today. At independent institutions, 54 percent now expect increased retirements compared to 36 percent in 1989.

About 2 in 10 institutions reported that the lifting of the mandatory retirement age is likely to cause them problems. These responses are quite similar to those given in the 1989 *Campus Trends* survey: 18 percent had anticipated problems, mainly four-year institutions.

FIGURE 7
Institutions Expecting an Increased Pace of Faculty retirements



Source: Campus Trends, 1994, American Council on Education.

Independent universities most often anticipated problems, with 48 percent expecting problems from the end of mandatory retirement. Very few of their public-sector counterparts (15 percent) anticipated problems.

At some institutions, the number of older faculty has increased (Table A14):

- Nineteen percent saw an increase in faculty 65 and older.
- Only 7 percent saw an increase in faculty who are 70 and older.

However, among public doctoral universities, 28 percent saw a net increase in the number of faculty who are 70 and older. One-third of research and doctoral universities, public and independent, reported a net increase in the number of faculty who are 65 and older.

■
“Among public
doctoral universities,
28 percent saw a net
increase in the number
of faculty who are 70
and older.”
■

VI. Academic Challenges

Past *Campus Trends* surveys have documented a wide variety of academic initiatives among colleges and universities (e.g., *Campus Trends*, 1988). In this year's report, administrators were asked to judge their progress in meeting these new academic challenges. Judgments were to be made against what they considered to be "good practice." Institutions gave their strongest ratings in three areas (Table A16):

- strengthening writing skills;
- supporting good teaching practices; and
- using computers for academic purposes.

■

**"Institutions
gave their strongest
ratings in three areas:
strengthening writing
skills; supporting good
teaching practices;
and using computers
for academic
purposes."**

■

Other areas with high ratings included:

- strengthening math skills;
- strengthening general education;
- offering programs needed by adult learners;
- offering programs needed by business or by the region; and
- conducting effective program reviews.

These positive judgments reflect the fact that most campuses have made sustained efforts to improve their programs along these dimensions during the last decade. The 1988 *Campus Trends* survey documented, for example, that most campuses had efforts underway to improve writing skills and other competencies, strengthen general education, develop internships, and emphasize active learning, along with other improvements.

Some differences appear by sector. Two-year institutions, for example, had the strongest ratings for programs directed to adult learners. Independent institutions had the strongest ratings on efforts to strengthen general education and writing skills.

Slower progress was reported for some areas, including:

- internationalizing the curriculum; and
- attaining diversity among faculty.

Both are areas requiring sustained, long-term efforts.

Academic Factors Affecting Time Needed for Degree Completion

Recently, there has been concern that many students are taking longer to complete degree requirements. Some observers have called for campuses to consider ways to increase learning productivity, that is, the ability of students to complete degrees more quickly (Johnstone, 1993). Table A17 offers context for such discussion. It describes campus experience with several academic factors that sometimes hinder student progress. Other relevant factors, most especially the employment and family obligations of students, were not covered here.

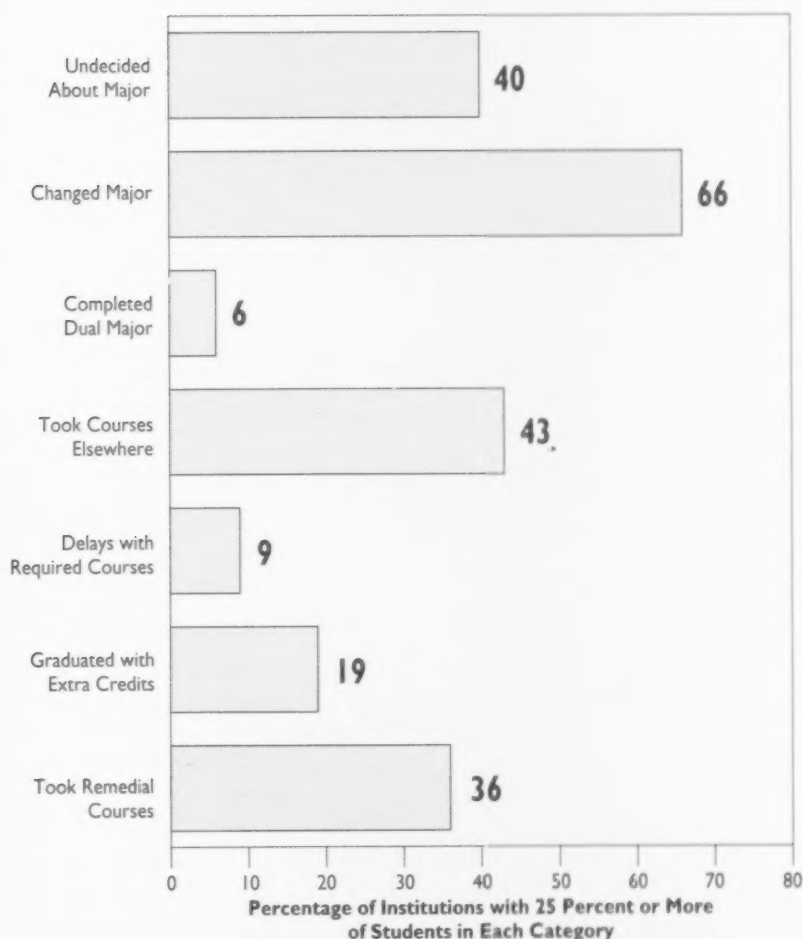
Delayed student decisions about their choice of major, for example, may play a role (Figure 8):

- Four in ten institutions reported that 25 percent or more of their students enroll without a clear decision about their major field of study.
- Changing major is quite frequent; two-thirds of all institutions reported that 25 percent or more of their students change major.
- At four-year public institutions, three-quarters reported that at least 25 percent of students change major (Table A17).

Other studies have suggested that as many as 75 percent of students change major, with close to half of bachelor's degree students making a change as late as junior or senior year (Kramer, Higley and Olsen, 1994).

In contrast, completing a double major, which is likely to require additional time, appears more rarely. Only 6 percent of all institutions reported that at least 25 percent of their students completed dual majors.

FIGURE 8
Factors Affecting Time to Degree



Source: Campus Trends, 1994, American Council on Education.

■

**“Changing major
is quite frequent;
two-thirds of all
institutions reported
that 25 percent or
more of their students
change major.”**

■

■
“Eighty-two percent
of institutions now
follow a semester
system.”
■

Somewhat more independent institutions reported this situation, however (Table A17).

Transferring is a frequent situation, especially at public four-year institutions. Forty-three percent of all institutions — and two-thirds of public four-year institutions — reported that at least 25 percent of their students took courses at other institutions. Because of differences in course requirements between institutions, students who transfer often need extra time to complete a degree.

Another issue is the extent to which students encounter delays getting into courses required for a major, possibly due to capacity limits in popular fields such as engineering, computer science, business, or health professional fields. Only 1 in 10 institutions reported that this problem affects 25 percent or more of their students.

Trends in the Academic Calendar

Following an earlier period in which many colleges and universities made changes in their academic calendar, there is a strong consensus today around use of a semester system. Eighty-two percent of institutions now follow a semester system. Fourteen percent — mainly two-year institutions — operate on a quarter system (Table A18). Of the institutions that made a change recently, most moved from a quarter system to a semester system.

There is some variation in the length of an academic term. Among institutions following a semester system, about half define the semester as 15 weeks in length (excluding exam periods and breaks). About 2 in 10 operate for 14 weeks, and another 2 in 10 operate for 16 weeks. Among those with a quarter system, most define the quarter as 10 weeks in length, although one-third operate for 11 weeks.

VII. Key Factors in Minority Achievement

As documented in earlier *Campus Trends* reports, most colleges and universities have taken steps to increase the enrollment of minority students and to help ensure their academic success. In this year's survey, administrators were asked to judge the progress that has been made. Comments were also sought about what factors are most helpful to minority degree attainment and what factors present the greatest obstacles.

Administrators rated their progress quite moderately; average scores were close to the midpoint of the range (given as 1 to 5; Table A19). Administrators were most confident on their progress with minority student admissions, but only one-third gave good ratings (4 or 5) on student retention and graduation.

Regional differences are also evident, with fewer administrators in Midwestern states giving their institutions high ratings. The percentage with high ratings (4 or 5) included:

ADMITTING MINORITY STUDENTS		RETAINING MINORITY STUDENTS		GRADUATING MINORITY STUDENTS	
Northeast	46 percent	Northeast	39 percent	Northeast	41 percent
Midwest	29 percent	Midwest	26 percent	Midwest	24 percent
South	54 percent	South	28 percent	South	35 percent
West	49 percent	West	34 percent	West	30 percent

When asked to identify success factors (Figure 9), administrators offered a strong consensus about two key factors:

- Academic support (cited by 83 percent); and
- One-to-one advice and counseling (cited by 73 percent).

Typically, these two areas were mentioned together. The following excerpts illustrate this linkage:

"...support systems that provide active intervention to meet academic skill development needs and offer counseling or assistance..."

"...student life programs that mainstream students along with academic tracking and support for each student..."

"...counseling, tutors, early intervention, peer counselors..."

"...support and programs linked to students' course of study..."

"...continuous academic advising and a network of student support services..."

These and other responses reflect a view that both academic and personal support strategies were needed, and should be available in an integrated, complementary way (Green, 1989).

■

"When asked to identify success factors, administrators offered a strong consensus about two key factors: Academic support; and One-to-one advice and counseling."

■

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“The importance of personal contact was often emphasized.”

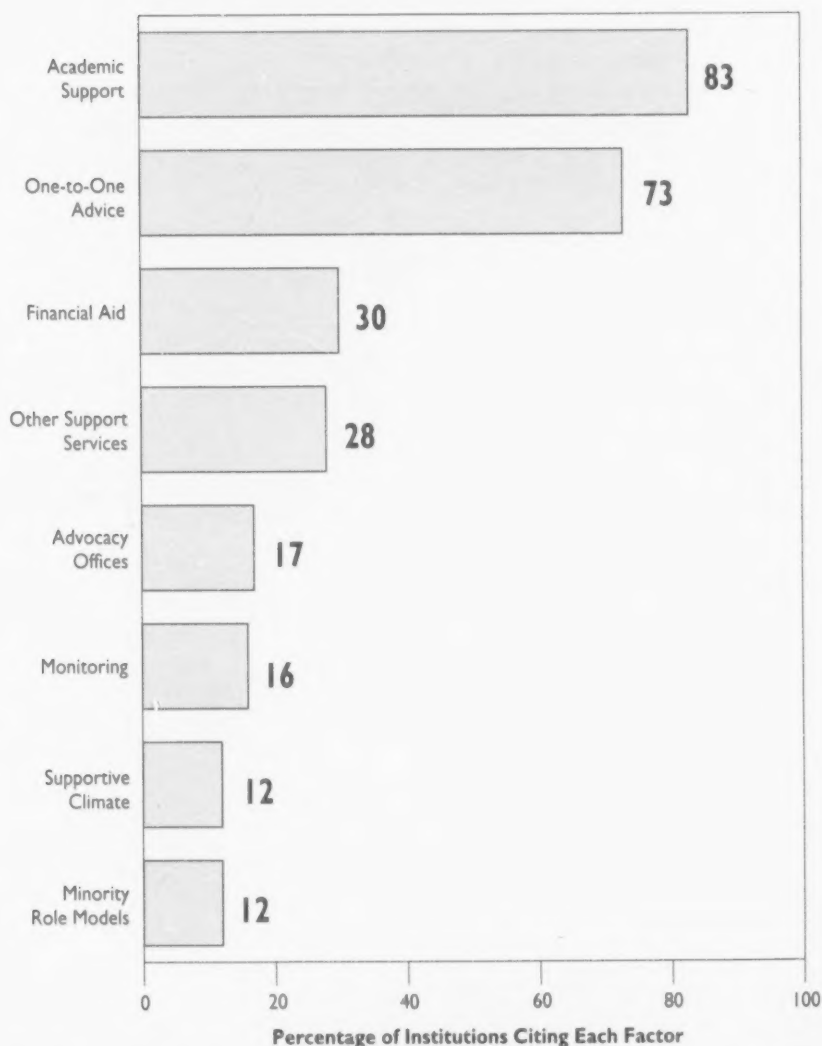
■

The importance of personal contact was often emphasized. Respondents spoke of mentoring and role models as well as “proactive counseling,” “quick first-year contact,” and “peer counseling.” Others made general comments, for example, about the necessity of “involvement in campus life” and “student bonding with academic departments as quickly as possible.”

The factors cited as obstacles showed more variation (Table A20). Key responses included problems with:

Student skills/motivation	49 percent
Campus climate/location	48 percent
Inadequate financial aid	44 percent
Not enough minorities enrolled	38 percent

FIGURE 9
Key Success Factors in Minority Degree Attainment



Source: Campus Trends, 1994, American Council on Education.

The latter comment was often stated in terms of the need for a "critical mass" of minority students to provide a supportive climate. Other frequent responses included: not being able to provide enough individual advising and support, not enough minority faculty and staff, and not enough funding for support services.

Adequate financial aid appears to be a critical threshold factor in minority degree attainment. Financial aid was often mentioned as a negative factor, but was less often mentioned as a positive factor.

Obstacles relating to "climate" were often raised. Typical responses included:

- "...impersonal if not inhospitable campus climate..."*
- "...the size and complexity of the institution..."*
- "...students don't feel comfortable culturally..."*
- "...social challenges of a largely Anglo campus..."*
- "...unfriendly environment, especially in town..."*
- "...perceived negative climate..."*

Several other categories of response (e.g., not enough minority students; not enough minority faculty and staff) also affect institutional climate.

A good many institutions expressed frustration that their location greatly constrained efforts to improve minority enrollment and degree attainment at their institutions. Such responses cited geographic isolation and lack of significant numbers of minorities in their state or community.

Most campuses readily cited factors, positive or negative, affecting minority degree attainment and typically stated several factors in their response. Many responses offered thoughtful and articulate reflections on campus experience. This suggests that many campuses have gained sufficient experience with minority enhancement activities that they have learned what works and what does not work. Pulling it together, marshaling resources effectively is a separate challenge.

**"Obstacles
relating to 'climate'
were often raised."**



CONCLUSIONS & IMPLICATIONS

American higher education has faced serious financial problems during the last few years. A weakened financial condition is one direct consequence; only one-third of this study's respondents gave strong ratings to their institution's financial condition.

There is much evidence that colleges and universities are trying to move ahead despite difficult conditions. The study documents numerous administrative cutbacks and other actions to increase operating efficiency. Institutions are also developing new academic programs and initiatives, mindful of new student needs as well as accountability issues.

The financial constraints of the early 1990s are having wide repercussions on institutional life. Substantial redirection and change is underway, with uncertain long-term consequences for the nature of higher education in the United States. Most administrators believe that their institutions will be more dependent on tuition and other student charges in the future; many acknowledge that the changed financial environment has caused them to plan academic programs with an eye to their ability to generate revenue for the institution.

Other potential implications should be considered as well. During its review of this report, members of the advisory committee for the *Campus Trends* study raised the following issues:

- Working within current financial constraints is made more difficult for the nation's colleges and universities by other factors. The prospect of little enrollment growth in the near future, for example, means that one source of financial flexibility — letting enrollment growth help solve operational problem and inefficiencies — is less available. So too, higher education institutions find it difficult to confront their high, relatively fixed, personnel costs when they also must increasingly must direct staff resources toward meeting the requirements of external mandates.
- There is considerable potential for erosion in the attention and services that students currently receive from colleges and universities. Student services have been reduced; class sizes have been increased. Distance learning is increasingly seen as a cost-cutting approach to instruction. Yet, administrators know that many of today's students benefit most from settings that offer individual attention and support.

■

“There is much evidence that colleges and universities are trying to move ahead despite difficult conditions.”

■

- While the near future seems to be one requiring harsh decisions and tough-minded cost/benefit calculations, some of the survey responses seem unrealistic and unduly confident. It's difficult to believe that enrollment growth will continue for even half of all institutions at a time when affordability issues are growing for both full-time and part-time students. Many institutions are actively seeking new sources of funds, but greater fund-raising efforts are not likely to solve fundamental operating problems.
 - Tensions between public and independent institutions are increasing, illustrated in this study by the views of a good many respondents that their institutions are going to "gain ground" compared to other institutions over the next few years. The high level of fund-raising activity, in both sectors, also raises the prospect of greater competition and tensions between the sectors.
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APPENDICES

Appendix A: Tables

TABLE A1
Important Challenges in the Next Five Years (Percentage of Administrators Citing Each Challenge)

	All Institutions	Public				Independent		
		All	Two- Year	Compre- hensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Financial issues	100	100	100	100	100	92	92	93
Enrollment	58	59	58	60	62	58	58	53
Program quality	54	46	43	55	46	66	67	50
Faculty issues	32	28	25	34	36	39	37	58
Facilities/Technology	34	35	39	28	19	33	34	26
All other	20	25	31	13	20	12	12	20

Source: Campus Trends, 1994, American Council on Education.

Weighted survey data (80 percent response) received from 406 institutions (including 124 two-year colleges, 35 baccalaureate institutions, 123 comprehensive universities, and 124 doctoral institutions).

TABLE A2
Important Challenges in the Next Five Years: Subcategories
(Percentage of Administrators Citing each Challenge)

	All Institutions	Public				Independent		
		All	Two-Year	Comprehensive	Research/Doctoral	All	Colleges	Research/Doctoral
Financial issues								
Inadequate finances	53	65	68	63	54	33	33	36
Restructuring	24	29	27	29	44	17	16	30
New source of funds	13	7	3	19	10	22	23	10
Student financial assistance	11	6	7	1	9	21	21	16
Enrollment								
Maintain enrollment	30	28	29	27	24	32	32	31
Increase enrollment	10	6	4	12	8	17	18	13
New needs	7	12	14	4	14	0	0	0
More diverse population	11	13	11	16	16	8	8	9
Program quality								
Review and sharpen mission	9	5	3	12	8	14	14	10
Develop assessment	12	9	9	7	9	18	18	9
Strengthen programs	22	21	21	21	20	25	25	26
Develop new programs	11	11	11	14	9	9	10	5
Faculty issues								
Replace retiring faculty	3	3	4	1	1	3	3	3
Recruit minority faculty	6	5	4	7	5	8	7	21
Other recruitment and retention issues	8	8	7	6	15	7	7	13
Keep faculty effective	15	13	10	20	14	20	20	22
Facilities/Technology								
Meet building facilities or equipment needs	14	13	16	10	8	15	15	15
Keep up with new technology	20	21	24	18	12	18	19	12
Other								
All other	20	25	31	13	20	12	12	20

Source: Campus Trends, 1994, American Council on Education.

Weighted survey data (80 percent response) received from 406 institutions (including 124 two-year colleges, 35 baccalaureate institutions, 123 comprehensive universities, and 124 doctoral institutions).

TABLE A3
Recent Change in Operating Budgets (Percentage of Institutions)

All Institutions	Public				Independent		
	All	Two-Year	Comprehensive	Research/Doctoral	All	Colleges	Research/Doctoral
Percentage of institutions that							
Had a mid-year budget cut	23	23	22	26	16	23	23
Rate their financial condition as "excellent" or "very good"	36	31	36	20	28	45	44
1993-94 budget compared to last year:							
Increase of:							
More than 5 percent	26	20	23	13	19	36	36
3 to 5 percent	37	32	28	40	37	46	47
1 to 2 percent	19	21	21	22	21	14	13
No change	10	15	15	16	10	1	1
Decrease of:							
1 to 2 percent	4	6	7	3	5	0	0
3 to 5 percent	3	4	3	5	4	1	1
More than 5 percent	2	3	3	1	3	2	2
Expected budget changes for next 5 years:							
Increase of:							
More than 5 percent	35	26	22	32	40	49	50
3 to 5 percent	39	39	42	34	28	40	41
1 to 2 percent	16	22	17	31	24	6	6
No change	5	7	10	1	2	2	1
Decrease of:							
1 to 2 percent	2	3	4	1	2	0	0
3 to 5 percent	3	3	4	1	2	2	2
More than 5 percent	1	1	1	1	1	0	0
Among public institutions:							
State funds as a percentage of total budget:							
1993-94 (average)	50.5	50.5	51.6	50.9	41.6	0	0
1988-89 (average)	56.6	56.6	57.9	56.6	48	0	0

Source: Campus Trends, 1994, American Council on Education.

Weighted survey data (80 percent response) received from 406 institutions (including 124 two-year colleges, 35 baccalaureate institutions, 123 comprehensive universities, and 124 doctoral institutions).

TABLE A4
Ratings of Institutional Status (Percentage of Institutions)

All Institutions	Public				Independent		
	All	Two-Year	Comprehensive	Research/Doctoral	All	Colleges	Research/Doctoral
Percentage rating their own institution as "Excellent" or "Very Good":							
Overall financial condition	36	31	36	20	28	45	44
Adequacy of student financial aid	20	21	25	10	20	19	17
Adequacy of faculty compensation	22	26	30	19	15	15	12
Ability to attract and hold good faculty	40	37	44	25	28	45	43
Ability to attract and hold good minority faculty	12	16	20	8	8	4	2
Percentage rating their own institution as "Fair" or "Poor":							
Overall financial condition	23	27	24	35	33	16	17
Adequacy of student financial aid	32	30	19	51	50	37	38
Adequacy of faculty compensation	32	30	26	46	50	37	38
Ability to attract and hold good faculty	17	19	19	14	28	13	14
Ability to attract and hold good minority faculty	64	55	50	66	59	81	85

All responses (excellent, very good, good, fair, and poor) sum to 100 percent. Percentages for "good" are not shown on this table.

Source: Campus Trends, 1994, American Council on Education.

Weighted survey data (80 percent response) received from 406 institutions (including 124 two-year colleges, 35 baccalaureate institutions, 123 comprehensive universities, and 124 doctoral institutions).

TABLE A5
Long Term Effects of Recent Financial Problems (Percentage of Institutions)

	All Institutions	Public				Independent		
		All	Two- Year	Compre- hensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Increased reliance on tuition revenues								
Yes	61	71	70	72	79	43	44	28
Maybe	21	16	18	11	14	29	30	20
No	19	13	13	17	8	28	25	52
Will be a more effective institution								
Yes	44	36	35	38	37	58	60	37
Maybe	44	48	47	51	45	37	36	51
No	12	16	18	11	17	5	5	12
Outdated labs and equipment								
Yes	41	47	46	49	47	32	34	10
Maybe	29	31	30	29	41	27	24	54
No	29	22	24	21	11	41	42	37
Increased class size (introductory courses)								
Yes	38	47	43	52	60	22	22	22
Maybe	35	34	36	31	29	37	39	20
No	27	19	21	18	11	40	39	58
Deterioration of physical plant								
Yes	37	48	49	42	57	19	18	20
Maybe	30	29	26	35	35	33	31	47
No	33	23	26	23	8	49	50	33
More institutional funds for student aid								
Yes	36	27	27	26	27	51	50	54
Maybe	28	31	28	34	41	22	23	17
No	37	42	45	39	32	27	27	30
Limited reallocation of resources								
Yes	34	37	32	43	53	29	30	20
Maybe	48	47	50	46	36	49	49	55
No	18	16	18	11	11	21	21	26
More programs will be revenue-generating								
Yes	33	34	39	26	28	32	31	45
Maybe	40	38	35	43	40	43	45	26
No	27	28	26	31	32	25	25	30
Increased class size (advanced courses)								
Yes	32	37	32	46	46	25	26	17
Maybe	35	34	34	34	36	36	36	34
No	33	29	34	20	18	39	38	48
More state control over spending								
Yes	28	35	39	26	33	9	9	8
Maybe	25	29	27	35	33	13	14	0
No	48	35	34	39	34	77	76	9
Slower growth than planned								
Yes	27	36	37	34	33	11	10	28
Maybe	38	37	38	38	30	40	39	43
No	35	27	25	29	37	49	51	29
Slower expansion of computer technology								
Yes	27	34	40	24	24	14	15	7
Maybe	40	37	39	27	47	46	47	34
No	33	29	21	50	28	40	38	59
Greater tensions, faculty and administration								
Yes	23	28	31	19	35	13	14	8
Maybe	51	49	46	55	59	54	53	58
No	26	22	23	26	6	33	33	34
Increased teaching load								
Yes	22	26	25	24	41	16	15	23
Maybe	30	34	32	39	42	22	21	40
No	48	39	43	38	17	62	64	36

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TABLE A5-CONTINUED
Long Term Effects of Recent Financial Problems (Percentage of Institutions)

	All Institutions	Public				Independent		
		All	Two- Year	Compre- hensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Gain ground compared to other institutions								
Yes	22	11	10	14	8	41	43	17
Maybe	41	43	36	55	56	39	36	69
No	37	47	55	31	36	20	20	14
Reduced support services								
Yes	20	26	21	28	48	10	10	7
Maybe	37	41	42	41	35	30	28	47
No	43	33	36	31	17	60	62	46
More decentralized budget decisions								
Yes	20	28	31	21	32	7	6	21
Maybe	38	36	35	39	34	40	41	28
No	42	36	34	40	34	53	53	51
Faster expansion of computer technology								
Yes	18	15	10	23	25	24	23	24
Maybe	25	21	21	20	22	32	33	24
No	57	65	69	56	53	45	44	51
Substantial reallocation of resources								
Yes	16	19	17	20	26	12	11	15
Maybe	41	40	40	41	44	42	42	35
No	43	41	43	39	29	47	47	50
Fewer programs and courses								
Yes	15	19	16	23	30	9	8	14
Maybe	45	48	48	49	48	38	38	45
No	40	33	36	28	21	53	54	40
Fewer students graduating on time								
Yes	12	15	17	10	15	6	6	0
Maybe	23	32	27	43	39	9	9	13
No	65	53	56	47	47	85	85	87
Less institutional funds for student aid								
Yes	12	15	13	20	15	8	8	5
Maybe	26	28	28	27	36	23	23	19
No	61	57	60	52	49	69	68	75
Lose momentum on long-term push to improve								
Yes	12	15	17	10	8	7	7	2
Maybe	38	48	48	47	50	21	22	14
No	50	38	35	44	42	72	71	84
A narrower mission								
Yes	11	13	11	13	29	7	7	2
Maybe	28	30	31	26	28	24	24	29
No	62	57	58	61	43	69	69	69
Fewer students								
Yes	9	10	10	8	12	8	7	18
Maybe	32	37	40	31	35	23	23	23
No	59	53	50	60	53	70	71	60
Lessened capacity for faculty research								
Yes	9	11	8	15	17	7	7	0
Maybe	28	26	14	38	49	31	30	34
No	63	63	77	47	34	63	63	66
Lose ground compared to other institutions								
Yes	9	11	13	6	14	6	7	0
Maybe	32	42	45	33	52	15	15	13
No	58	46	42	62	34	79	78	87
Less state control over spending								
Yes	7	9	9	9	10	2	2	0
Maybe	12	14	11	19	15	9	9	9
No	81	77	80	72	75	89	89	91

Source: Campus Trends, 1994, American Council on Education.

Weighted survey data (80 percent response) received from 406 institutions (including 124 two-year colleges, 35 baccalaureate institutions, 123 comprehensive universities, and 124 doctoral institutions).

TABLE A6
Institutional Restructuring—Budgetary Changes (Percentage of Institutions)

	All Institutions	Public				Independent		
		All	Two- Year	Compre- hensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Budget cuts across-the-board								
Recent activities	45	53	54	45	66	32	32	30
Being discussed	6	9	10	8	1	3	3	7
None	49	39	36	46	33	65	65	63
Budget cuts for some units								
Recent activities	58	65	62	66	80	46	44	61
Being discussed	15	19	22	17	10	9	8	16
None	27	16	16	18	10	45	48	23
Reduced budget for travel								
Recent activities	51	65	66	67	55	27	27	29
Being discussed	7	8	8	11	5	5	5	2
None	42	27	26	22	40	67	67	68
Other line-item budget cuts								
Recent activities	58	65	65	66	65	45	45	50
Being discussed	13	14	13	18	7	10	10	19
None	30	21	21	16	28	44	45	31
Budget freezes on travel								
Recent activities	28	34	36	31	29	18	18	13
Being discussed	8	8	7	10	3	8	9	2
None	64	58	56	59	68	74	73	85
Budget freezes on other line items								
Recent activities	42	49	50	52	39	30	29	38
Being discussed	15	14	14	15	8	18	19	5
None	43	37	36	33	53	52	52	58
Tighter monitoring of expenditures								
Recent activities	80	81	83	76	80	78	79	70
Being discussed	11	12	10	15	11	11	11	14
None	9	8	7	9	9	11	10	16
New rules or procedures for how budgets are developed								
Recent activities	56	56	56	55	52	57	57	52
Being discussed	21	18	18	19	18	25	25	21
None	23	26	25	26	31	18	17	27

Percentage with "No Change" is not shown.

Source: Campus Trends, 1994, American Council on Education.

Weighted survey data (80 percent response) received from 406 institutions (including 124 two-year colleges, 35 baccalaureate institutions, 123 comprehensive universities, and 124 doctoral institutions).

TABLE A7
Institutional Restructuring—Administrative Changes (Percentage of Institutions)

	All Institutions	Public				Independent		
		All	Two- Year	Compre- hensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Reorganize administrative offices								
Recent activities	64	67	66	65	75	59	59	61
Being discussed	17	14	13	19	10	22	21	24
None	19	19	20	16	15	20	20	15
Reduce administrative layers								
Recent activities	34	39	39	39	43	26	26	31
Being discussed	16	16	14	20	20	17	16	25
None	49	45	47	41	37	57	59	44
Redesign administrative activity								
Recent activities	55	57	62	44	56	51	52	39
Being discussed	24	19	15	26	27	32	30	43
None	22	24	23	29	18	18	18	18
Reduce senior administrative positions								
Recent activities	29	33	33	34	37	22	20	41
Being discussed	13	12	14	9	10	15	15	9
None	57	54	53	57	54	63	64	49
Reduce other administrative positions								
Recent activities	35	41	36	49	55	25	23	53
Being discussed	24	19	20	18	18	33	34	21
None	41	40	45	33	28	42	43	26
Enhance retirement incentives								
Recent activities	28	32	32	25	52	23	21	43
Being discussed	15	16	16	16	16	13	12	27
None	57	52	52	59	32	64	67	30
Increase fund-raising								
Recent activities	80	74	66	89	91	88	89	76
Being discussed	13	16	19	11	8	7	6	14
None	8	10	15	0	1	5	5	10
New revenue-producing use of facilities								
Recent activities	34	32	31	35	29	39	38	45
Being discussed	27	29	25	37	29	25	25	21
None	38	39	44	27	42	37	37	34
Contract for ground maintenance								
Recent activities	19	13	16	8	10	28	29	19
Being discussed	12	14	12	18	12	10	10	17
None	69	73	72	73	78	62	62	64
Contract for food service								
Recent activities	58	51	43	74	46	70	72	41
Being discussed	7	9	10	5	13	3	3	9
None	35	41	48	22	41	27	25	50
Contract for safety and security								
Recent activities	17	18	25	7	2	16	16	17
Being discussed	5	6	7	6	4	4	3	5
None	77	76	68	87	94	80	81	79
Contract for billing								
Recent activities	2	2	2	1	0	1	1	2
Being discussed	3	4	3	4	7	3	3	0
None	95	95	95	95	93	96	96	98
Contract for other services								
Recent activities	21	18	18	19	20	24	25	24
Being discussed	15	12	8	17	26	19	19	19
None	65	69	74	64	54	57	57	57

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TABLE A7—CONTINUED
Institutional Restructuring—Administrative Changes (Percentage of Institutions)

	All Institutions	Public				Independent		
		All	Two- Year	Compre- hensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Cooperate with other institutions for administrative services:								
Recent activities	10	12	11	15	13	6	6	7
Being discussed	11	10	8	15	10	13	14	11
None	79	78	81	70	77	81	81	82
Cooperate with other institutions for academic programs:								
Recent activities	42	49	48	53	43	31	31	32
Being discussed	20	19	16	25	22	22	23	10
None	37	32	35	22	34	47	46	58

SOURCE: Campus Trends, 1994, American Council on Education.

Weighted survey data (80 percent response) received from 406 institutions (including 124 two-year colleges, 35 baccalaureate institutions, 123 comprehensive universities, and 124 doctoral institutions).

TABLE A8
Institutional Restructuring—Changes in Student Services (Percentage of Institutions)

	All Institutions	Public				Independent		
		All	Two- Year	Compre- hensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Reduce student service staff								
Recent activities	21	26	26	20	39	14	12	28 6
Being discussed	6	6	6	5	6	7	7	9
None	72	69	68	75	55	79	81	63
Set fees for some services								
Recent activities	37	41	35	48	69	31	31	25
Being discussed	15	19	23	13	11	7	6	12
None	48	40	43	39	20	63	63	62
Reorganize offices/functions								
Recent activities	53	54	51	54	70	52	52	52
Being discussed	21	19	21	15	17	24	24	21
None	26	27	28	31	12	24	24	27
Reduce hours of service								
Recent activities	14	16	14	16	33	10	11	4
Being discussed	5	6	5	7	7	4	4	7
None	81	78	81	78	60	86	85	89
Reduce spending for athletics								
Recent activities	14	19	18	22	18	6	6	14
Being discussed	12	12	8	21	14	13	12	15
None	74	69	74	58	67	81	82	71
Other reductions in service								
Recent activities	16	19	19	16	28	10	10	9
Being discussed	18	21	21	20	25	14	14	13
None	66	60	60	64	47	76	75	78

SOURCE: Campus Trends, 1994, American Council on Education.

Weighted survey data (80 percent response) received from 406 institutions (including 124 two-year colleges, 35 baccalaureate institutions, 123 comprehensive universities, and 124 doctoral institutions).

TABLE A9
Institutional Restructuring—Changes in Academic Programs (Percentage of Institutions)

	All Institutions	Public				Independent		
		All	Two- Year	Compre- hensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Reorganize academic units								
Recent activities	43	51	53	44	58	29	30	25
Being discussed	17	15	9	27	21	21	20	33
None	40	34	37	29	21	49	50	42
Consolidate academic programs								
Recent activities	36	39	37	39	48	31	31	27
Being discussed	18	19	15	26	28	15	13	33
None	46	42	47	35	23	54	55	40
Introduce new academic units								
Recent activities	66	66	66	65	67	67	67	67
Being discussed	16	15	15	17	15	17	17	15
None	18	19	19	18	18	16	15	18
Reduce the size of programs								
Recent activities	34	32	31	28	52	36	35	52
Being discussed	14	16	11	24	28	10	10	9
None	52	52	58	48	21	54	55	39
Increase the size of programs								
Recent activities	54	50	50	49	50	60	60	64
Being discussed	19	20	18	21	29	17	17	15
None	27	30	31	31	21	23	23	21
Reduce continuing education and public service programs								
Recent activities	10	11	12	8	9	8	8	8
Being discussed	6	9	10	7	8	1	1	5
None	84	80	78	85	84	90	91	87
Increase scrutiny of programs								
Recent activities	71	72	70	72	79	70	71	58
Being discussed	15	15	16	15	5	17	17	19
None	14	14	14	13	16	14	13	23
Review each unit's mission								
Recent activities	71	69	69	69	76	75	75	66
Being discussed	16	18	20	15	13	13	13	7
None	13	13	12	16	11	13	12	27
Introduce or expand revenue-generating programs								
Recent activities	50	51	53	45	54	49	48	53
Being discussed	28	32	31	35	26	23	23	27
None	22	17	16	20	20	28	29	21
Plan programs with business								
Recent activities	48	60	73	35	41	28	28	29
Being discussed	25	26	19	43	27	24	24	23
None	27	14	8	22	32	48	48	48

Source: Campus Trends, 1994, American Council on Education.

Weighted survey data (80 percent response) received from 406 institutions (including 124 two-year colleges, 35 baccalaureate institutions, 123 comprehensive universities, and 124 doctoral institutions).

TABLE A10
Institutional Restructuring—Cuts in Programs or Faculty (Percentage of Institutions)

	All Institutions	Public				Independent		
		All	Two- Year	Compre- hensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Percentage of institutions that eliminated academic programs:	40	43	44	38	55	33	33	39
Total number of programs:								
None	0	0	0	0	2	0	0	0
1-3	69	62	70	49	46	83	86	53
4-6	16	21	24	18	13	3	1	22
7 or more	15	16	6	33	39	14	12	25
Among these institutions:								
Number, graduate programs eliminated								
None	58	40	0	44	33	71	76	20
1-3	28	36	0	35	37	22	20	37
4-6	8	10	0	10	11	6	4	23
7 or more	7	14	0	11	20	2	0	20
Number, undergraduate programs eliminated								
None	8	3	0	8	9	17	15	40
1-3	67	64	71	55	50	71	74	46
4-6	16	23	27	18	11	4	3	7
7 or more	9	10	2	19	30	8	8	7
Percentage of institutions that terminated faculty for financial reasons:	7	7	7	8	7	7	7	10
Percentage of institutions that terminated tenured faculty	1	1	0*	2	1	1	2	0
Percentage of institutions that terminated faculty without tenure	6	6	6*	7	4	7	7	10

* Most public two-year institutions do not have tenure.

Source: Campus Trends, 1994; American Council on Education.

Weighted survey data (80 percent response) received from 406 institutions (including 124 two-year colleges, 35 baccalaureate institutions, 123 comprehensive universities, and 124 doctoral institutions).

TABLE A11
Faculty Involvement in Program Changes (Percentage of Institutions)

	All Institutions	Public				Independent		
		All	Two- Year	Compre- hensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Faculty involved in program changes through:								
Standing committees of the academic senate	72	65	56	78	90	84	87	58
Ad hoc faculty committees institution-wide)	68	65	67	58	76	72	72	71
Faculty representation on institution-wide committees	87	89	89	91	84	83	83	88
Committees within academic units	64	64	56	76	87	64	62	88
Department-level input	82	83	84	81	86	81	81	75
Other	6	4	4	6	4	8	8	0

Source: Campus Trends, 1994; American Council on Education.

Weighted survey data (80 percent response) received from 406 institutions (including 124 two-year colleges, 35 baccalaureate institutions, 123 comprehensive universities, and 124 doctoral institutions).

TABLE A12
Changes in Enrollment, 1992-93 vs. 1993-94 (Percentage of Institutions)

	All Institutions	Public				Independent		
		All	Two- Year	Compre- hensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Overall (headcount) enrollment								
Increase	48	44	48	38	38	53	54	44
Decrease	40	44	39	53	51	34	34	34
Total FTE enrollment								
Increase	49	45	47	40	40	57	59	41
Decrease	38	44	40	53	47	26	26	34
First-time freshmen								
Increase	49	47	48	43	47	52	51	63
Decrease	36	37	33	49	37	34	35	22
Full-time day students								
Increase	49	46	49	42	34	55	57	32
Decrease	31	34	30	39	51	27	25	47
Part-time day students								
Increase	35	35	35	38	32	34	34	26
Decrease	31	34	30	43	38	26	25	39
Weekend and evening students								
Increase	31	27	28	26	23	39	40	22
Decrease	26	32	32	36	28	14	12	38
International students								
Increase	28	25	16	36	49	33	32	40
Decrease	16	19	18	22	15	11	10	19
Graduate enrollment-master's								
Increase	56	45	0	47	41	64	65	50
Decrease	24	35	0	37	28	17	16	23
Graduate enrollment-doctoral								
Increase	45	54	0	52	56	38	39	34
Decrease	16	15	0	11	18	16	14	24

Percentage with "No Change" is not shown.

Source: Campus Trends, 1994, American Council on Education.

Weighted survey data (80 percent response) received from 406 institutions (including 124 two-year colleges, 35 baccalaureate institutions, 123 comprehensive universities, and 124 doctoral institutions).

TABLE A13
Expected Changes in Enrollment (Percentage of Institutions)

	All Institutions	Public				Independent		
		All	Two- Year	Compre- hensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Expected changes in the next five years:								
Increase of:								
More than 5 percent	33	33	36	33	16	33	35	9
1 to 5 percent	53	53	54	50	52	54	53	61
No change	8	8	6	8	17	9	7	22
Decrease of:								
1 to 5 percent	5	5	3	8	12	5	4	7
More than 5 percent	1	1	0	1	2	0	0	2

Source: Campus Trends, 1994, American Council on Education.

Weighted survey data (80 percent response) received from 406 institutions (including 124 two-year colleges, 35 baccalaureate institutions, 123 comprehensive universities, and 124 doctoral institutions).

TABLE A14
Changes in Number of Faculty, 1992-93 vs. 1993-94 (Percentage of Institutions)

	All Institutions	Public				Independent		
		All	Two- Year	Compre- hensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Change in full-time faculty (regular)								
Net gain	49	50	53	46	36	47	50	24
No net change	34	34	35	35	27	34	33	44
Net loss	17	16	12	19	38	19	17	32
Change in full-time faculty (temporary)								
Net gain	32	34	34	34	34	29	30	23
No net change	60	56	60	48	44	60	66	70
Net loss	8	10	5	18	21	4	4	7
Change in part-time faculty								
Net gain	51	49	52	47	35	54	55	39
No net change	35	34	34	35	32	36	35	53
Net loss	14	17	14	18	33	10	10	9
Change in faculty 65 and over								
Net gain	19	14	12	15	33	27	27	31
No net change	66	70	77	63	44	58	59	47
Net loss	15	16	12	22	23	15	14	22
Change in faculty 70 and over								
Net gain	7	6	3	7	28	10	9	16
No net change	81	82	88	77	53	80	81	66
Net loss	11	12	9	16	18	10	10	17
Change in minority faculty								
Net gain	33	37	34	40	52	25	23	49
No net change	62	58	64	48	37	69	72	34
Net loss	5	5	2	12	11	5	4	17
Change in women faculty								
Net gain	58	56	55	50	72	62	62	65
No net change	36	38	40	39	19	33	34	26
Net loss	6	7	5	11	9	5	4	10
Change in tenured faculty								
Net gain	47	44	45*	42	46	52	53	42
No net change	42	42	44*	43	26	42	42	45
Net loss	11	14	11*	16	28	6	5	14
Change in minority faculty with tenure								
Net gain	18	22	16*	24	53	13	11	32
No net gain	78	74	82*	68	40	86	88	66
Net loss	3	4	2*	8	7	1	1	2
Change in women faculty with tenure								
Net gain	45	46	43*	48	60	43	42	53
No net gain	50	49	52*	46	35	52	53	45
Net loss	5	5	5*	6	6	5	5	2

* Most public two-year institutions do not have tenure.

Source: Campus Trends, 1994, American Council on Education.

Weighted survey data (80 percent response) received from 406 institutions (including 124 two-year colleges, 35 baccalaureate institutions, 123 comprehensive universities, and 124 doctoral institutions).

TABLE A15
Faculty Policies and Practices (Percentage of Institutions)

	All Institutions	Public				Independent		
		All	Two- Year	Compre- hensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Percentage of institutions that:								
Are making extensive use of part-time faculty (more than one-fourth of courses)	45	53	68	30	15	32	31	39
For institutions with tenure (or the equivalent):								
Have full-time faculty in appointments that do not hold tenure and are not tenure track:								
Yes, in all or most fields	16	19	16*	20	33	11	10	22
Yes, in certain fields	45	35	23*	53	52	61	60	67
No	39	46	61*	27	14	28	29	11
Among these institutions, percentage of full-time faculty who hold these appointments:	11.2	12.3	14.9*	8.8	14.1	9.8	8.5	20.9
Among these institutions, percentage that:								
Increased these positions, last 5 years	35	37	39*	32	43	33	31	47
Expect an increase, next 5 years	24	23	23*	19	31	25	23	43
Percentage of institutions that expect an increased pace of retirement among regular full-time faculty, next 5 years								
	66	74	82	59	57	54	56	33
Percentage of all regular full-time faculty likely to retire next 5 years								
	11.2	12.5	13.0	11.2	12.2	9.1	9.2	8.6
Percentage of institutions that expect lifting the mandatory retirement age to cause problems								
	21	16	12	28	15	28	27	48

* Most public two-year institutions do not have tenure.

Source: Campus Trends, 1994, American Council on Education.

Weighted survey data (80 percent response) received from 406 institutions (including 124 two-year colleges, 35 baccalaureate institutions, 123 comprehensive universities, and 124 doctoral institutions).

TABLE A16
Academic Program Initiatives*

		Public				Independent		
		All	Two-Year	Comprehensive	Research/Doctoral	All	Colleges	Research/Doctoral
How institutions rate their responses to academic challenges of:								
Strengthening writing skills	3.9	3.8	3.8	3.7	3.9	4.1	4.1	4.2
Strengthening math skills	3.6	3.7	3.8	3.5	3.5	3.6	3.5	3.9
Strengthening general education	3.7	3.6	3.7	3.5	3.9	3.9	3.9	4.2
Internationalizing the curriculum	2.9	2.6	2.4	2.8	3.3	3.4	3.3	4.2
Attaining diversity among students	3.3	3.2	3.2	3.1	3.5	3.4	3.3	4.0
Attaining diversity among faculty	2.7	2.9	2.8	3.1	3.1	2.5	2.4	3.3
Gaining tolerance for diversity	3.4	3.4	3.4	3.4	3.7	3.4	3.3	4.0
Offering programs needed by adult learners	3.7	3.8	4.0	3.3	3.1	3.5	3.4	3.7
Offering programs needed by business and our region	3.7	3.9	4.1	3.4	3.5	3.3	3.2	4.2
Using computers for academic purposes	3.8	3.9	4.0	3.8	3.7	3.6	3.6	4.3
Supporting good teaching practices	4.0	4.1	4.0	4.1	4.0	4.0	4.0	4.2
Conducting effective program review	3.6	3.6	3.6	3.6	3.8	3.5	3.5	4.1

* Mean score, on a scale of 1 (low) to 5 (high).

Source: Campus Trends, 1994, American Council on Education.

Weighted survey data (80 percent response) received from 406 institutions (including 124 two-year colleges, 35 baccalaureate institutions, 123 comprehensive universities, and 124 doctoral institutions).

TABLE A17
Factors Affecting Time to Degree (Percentage of Institutions)

Factors Affecting Time to Degree (Percentage of Students)								
	All Institutions	Public				Independent		
		All	Two- Year	Compre- hensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
General estimates of how many students:								
Enroll with an undecided major								
Less than 10 percent	24	27	27	31	19	18	17	34
10 to 24 percent	36	32	25	46	41	44	45	40
25 to 39 percent	26	26	31	13	22	26	27	15
40 percent or more	14	16	17	10	18	12	12	12
Change major								
Less than 10 percent	10	13	17	7	9	5	4	15
10 to 24 percent	24	23	25	18	16	26	26	25
25 to 39 percent	42	37	30	55	44	49	49	49
40 percent or more	24	26	29	20	31	20	20	12
Complete double/dual majors								
Less than 10 percent	76	88	89	89	80	55	54	69
10 to 24 percent	18	10	8	10	19	32	33	18
25 to 39 percent	5	2	3	1	0	9	10	7
40 percent or more	1	0	0	0	1	3	3	6
Have taken courses at other institutions								
Less than 10 percent	17	18	24	7	8	15	13	31
10 to 24 percent	40	38	44	26	26	43	44	31
25 to 39 percent	26	28	25	32	39	24	24	24
40 percent or more	17	16	7	35	27	18	18	14
Have delays getting into courses required in the major								
Less than 10 percent	73	66	65	65	70	86	85	95
10 to 24 percent	18	24	25	24	20	9	9	5
25 to 39 percent	5	7	6	7	6	2	2	0
40 percent or more	4	4	3	4	5	4	4	0
Graduate with more credits than needed								
Less than 10 percent	54	47	48	46	42	65	66	56
10 to 24 percent	27	32	34	25	40	18	18	23
25 to 39 percent	14	15	14	21	8	12	12	17
40 percent or more	5	6	4	8	10	4	4	5
Take remedial/noncredit courses								
Less than 10 percent	42	23	15	31	64	73	72	88
10 to 24 percent	22	23	18	36	20	21	22	10
25 to 39 percent	19	28	34	18	11	4	4	2
40 percent or more	17	26	33	15	5	3	3	0

Source: Campus Trends, 1994, American Council on Education.

Weighted survey data (80 percent response) received from 406 institutions (including 124 two-year colleges, 35 baccalaureate institutions, 123 comprehensive universities, and 124 doctoral institutions).

TABLE A18
Academic Calendar (Percentage of Institutions)

	All Institutions	Public				Independent		
		All	Two- Year	Compre- hensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Percentage of Institutions with a:								
Semester system	82	80	74	93	88	87	87	84
Quarter system	14	19	26	6	11	4	3	16
Other	4	1	0	2	1	9	10	0
Among institutions with a semester system, number of weeks in term:								
13 weeks or less	5	4	4	4	3	7	5	33
14 weeks	18	9	4	16	22	31	31	27
15 weeks	51	54	58	49	47	47	49	26
16 weeks	19	25	23	26	29	10	10	14
17 weeks or more	7	8	11	5	0	5	5	0
Among institutions with a quarter system, number of weeks in term:								
9 weeks or less	1	1	0	13	0	4	7	0
10 weeks	63	61	57	87	90	80	93	54
11 weeks or more	36	38	43	0	10	16	0	46
Changes over the last ten years								
None	76	74	73	75	77	79	78	83
Changed to a semester system	12	13	16	6	7	11	12	4
Shortened term	4	6	6	8	4	0	0	2
Lengthened term	1	2	0	4	6	0	0	2
Other	7	5	5	7	6	9	9	9

Source: Campus Trends, 1994, American Council on Education.

Weighted survey data (80 percent response) received from 406 institutions (including 124 two-year colleges, 35 baccalaureate institutions, 123 comprehensive universities, and 124 doctoral institutions).

TABLE A19
Minority Degree Attainment

		Public				Independent		
		All	Two-Year	Comprehensive	Research/Doctoral	All	Colleges	Research/Doctoral
All Institutions								
Mean scores, progress in*:								
Admitting minority students	3.3	3.5	3.5	3.4	3.6	3.1	3.1	3.6
Retaining minority students beyond the first year	3.2	3.2	3.1	3.3	3.2	3.4	3.4	3.7
Graduating minority students	3.1	3.0	2.9	3.2	3.1	3.3	3.3	3.5
Graduating minority students in underrepresented subjects	2.7	2.7	2.6	2.7	2.8	2.7	2.6	3.3
Percentage of institutions with high ratings:								
Admitting minority students	44	49	49	47	54	36	34	59
Retaining minority students beyond the first year	34	30	26	40	37	41	39	59
Graduating minority students	33	29	25	37	36	39	39	43
Graduating minority students in underrepresented subjects	19	16	15	15	26	23	21	45
Percentage of institutions with low ratings:								
Admitting minority students	25	18	16	24	12	37	40	6
Retaining minority students beyond the first year	18	21	20	22	24	13	13	8
Graduating minority students	24	28	25	33	32	18	19	15
Graduating minority students in underrepresented subjects	41	40	38	43	49	44	46	25

* Mean score, on a scale of 1 (low) to 5 (high).

Percentages are based on responses of 1 or 2 (low), 4 or 5 (high) and a middle score (3) which is not shown.

Source: Campus Trends, 1994, American Council on Education.

Weighted survey data (80 percent response) received from 406 institutions (including 124 two-year colleges, 35 baccalaureate institutions, 123 comprehensive universities, and 124 doctoral institutions).

TABLE A20
Key Interventions and Obstacles to Minority Success (Percentage of Respondents Citing Each Factor)

	All Institutions	Public				Independent		
		All	Two- Year	Compre- hensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Key interventions for Minority Success:								
General factors:								
Strong institutional commitment	5	5	4	7	1	5	5	0
High faculty involvement	9	8	8	8	9	13	12	16
Minority faculty and role models	12	12	14	8	9	12	13	3
Supportive campus climate	12	11	8	20	15	15	15	16
A critical mass of minority students	3	1	0	3	3	8	9	0
Other general factors	4	4	4	3	1	5	5	3
Specific programs and interventions:								
Advocacy offices/associations	17	18	24	6	9	16	15	25
Stated policy on minority retention	3	3	2	2	6	4	3	12
Academic support	83	83	80	92	85	83	83	82
One-to-one advice/counseling	73	73	76	61	75	74	76	55
Other support services	28	31	33	32	18	22	22	22
Adequate financial aid	30	31	28	33	41	30	29	37
Active monitoring of student progress	16	17	17	14	19	13	12	20
Other specific activities	4	5	3	11	7	1	0	9
Key Obstacles to Minority Success:								
General factors:								
Not enough commitment	4	1	0	3	2	9	9	4
Inadequate climate/location	48	38	36	42	44	65	70	25
Not enough minority faculty	27	21	16	34	26	38	40	26
Not enough funding	28	27	25	33	31	30	29	36
Other general	15	12	13	9	11	21	22	13
Specific obstacles:								
Student skills or motivation	49	56	59	50	55	36	32	67
Not enough staff	4	6	7	6	2	1	0	9
Not enough individual advising/support	29	35	37	29	31	19	17	30
Not enough financial aid	44	45	40	56	50	42	42	36
Other program difficulties	14	20	25	10	11	3	0	23
Not enough minorities enrolled	38	38	43	27	33	36	38	25

Source: Campus Trends, 1994, American Council on Education.

Weighted survey data (80 percent response) received from 406 institutions (including 124 two-year colleges, 35 baccalaureate institutions, 123 comprehensive universities, and 124 doctoral institutions).

Appendix B: Technical Notes

This survey was conducted through the Higher Education Panel, part of an ongoing survey research program created in 1971 by the American Council on Education. In the Fall and Winter of 1991-92, the Higher Education Panel was revised by selecting a new sample of institutions to reflect the changes that have occurred in the number of institutions and their missions since the prior sample had been drawn in 1983. One of the

requisites in selecting the new sample was the preservation of as much continuity as possible with the previous panel.

The present panel is a disproportionate stratified sample of 670 colleges and universities. The sample was drawn from the more than 3,400 four- and two-year institutions found on the U.S. Department of Education's 1988-89 Institutional Characteristics data tape. It is from this data tape that the Department produces its official *Directory of Postsecondary Education*. The Panel's stratification design (Table B-1) is based primarily upon three factors: the Carnegie classification of institutional type; public or independent control; and enrollment size.

The sample for the *Campus Trends* survey consists of 508 institutions that offer a general program of undergraduate instruction. It excludes specialized institu-

tions (e.g., rabbinical seminaries, schools of art), institutions offering graduate instruction only, independent institutions that offer less than baccalaureate instruction, and other institutions that offer no general program of undergraduate instruction. The sample closely approximates and updates that which has been used in previous *Campus Trends* surveys.

TABLE B-1
Stratification Design

Type of Institution	Population	Sample	Respondents
Total	2,332	508	406
Large public research universities	72	55	49
Large public doctoral universities	38	29	24
Large public comprehensive universities	37	27	21
Large independent research universities	32	24	19
Large independent doctoral universities	25	18	16
Large independent comprehensive universities	18	14	12
Public doctoral universities (<14,500 FTEE)	24	11	8
Public comprehensive universities (6,500-13,999 FTEE)	92	46	35
Public comprehensive universities (<6,500 FTEE)	208	40	35
Public liberal arts colleges	34	4	1
Independent doctoral universities (<14,500 FTEE)	20	5	5
Independent comprehensive universities (2,500-13,999 FTEE)	82	16	10
Independent comprehensive colleges (<2,500 FTEE)	155	15	14
Independent liberal arts colleges (>1,000 FTEE)	212	22	18
Independent liberal arts colleges (<1,000 FTEE)	313	20	15
Public 2-year colleges (8,000 or more FTEE)	51	30	20
Public 2-year colleges (4,500-7,999 FTEE)	125	43	36
Public 2-year colleges (2,000-4,499 FTEE)	254	43	29
Public 2-year colleges (<2,000 FTEE)	540	46	36

FTEE - Full-time equivalent enrollment

The four-page survey questionnaire (Appendix C) was mailed in late January 1994 with the request that it be completed by the academic vice-president. By May, responses were received from 80 percent of those surveyed. Data from responding institutions were statistically weighted, so that the results are representative of the 2,332 four-year colleges and universities and public two-year institutions in the U.S. that offer a general program of undergraduate instruction. The weighting technique adjusts the data for institutional nonresponse within each stratification cell, organized by size and type. Table B-2 shows response rates by institutional categories.

TABLE B-2
Response Rates By Institutional Categories (In percentages)

Institutional Category	Response Rate
Total	80
Control	
Public	79
Independent	81
Type	
Public research or doctoral university	88
Independent research or doctoral university	85
Public comprehensive university	79
Independent college/comprehensive institution	79
Public two-year college	75
Enrollment size (full-time equivalent [FTE] enrollment)	
Less than 1,000	73
1,000 to 4,999	79
5,000 to 9,999	77
10,000 and above	86

Appendix C: Survey Questionnaire

AMERICAN COUNCIL ON EDUCATION

Division of Policy Analysis and Research

January 21, 1994

Dear Colleague:

Attached is the questionnaire for **Campus Trends**, an ACE survey conducted since 1984 to describe changing conditions facing American higher education. The survey has become a much-quoted source of timely information on broad trends in enrollment, finance, curriculum and faculty matters over the past ten years. You will receive this year's **Campus Trends** report during July or August.

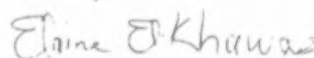
Our records show that you completed last year's questionnaire for your institution or, earlier, were designated to be respondent by your president's office. Please help us by completing the attached questionnaire or by seeing that others complete it as needed.

The survey should be completed by the academic vice-president, or someone broadly familiar with the institution. We seek general information, including some judgments. We try to ask for readily-available information; estimates are also sufficient. We report responses in general categories and will never disclose your institution's specific responses.

Please return the enclosed postcard **right away**, to indicate when you will send the completed survey. A return in **February is best**, avoiding further mailing. Call us (202 939-9445) if the dates shown pose a problem.

Thank you. Your assistance makes it possible for us to produce an informative and reliable report.

Cordially,



Elaine El-Khawas
Vice President for
Policy Analysis and Research

One Dupont Circle, NW, Suite 800, Washington, DC 20036-1193
(202) 939-9450 FAX (202) 833-4760

Campus Trends, 1994

This questionnaire asks some general questions about policies and practices at your institution. All questions refer to 1993-94.
Circle or check an answer for each question. If not applicable, please write N/A.

I. ENROLLMENT

- A. How did your institution's enrollment change for 1993-94 compared to 1992-93:

	Increase	No Change	Decrease
Overall (headcount) enrollment	3	2	1
Total FTE enrollment	3	2	1
First-time freshmen	3	2	1
Full-time day students	3	2	1
Part-time day students	3	2	1
Weekend and evening students	3	2	1
International students	3	2	1
Graduate enrollment-master's	3	2	1
Graduate enrollment-doctoral	3	2	1

- B. For total (headcount) enrollment, how much change is likely in the next five years?

☐ Increase more than 5 percent
☐ Increase 1 to 5 percent
☐ No change
☐ Decrease 1 to 5 percent
☐ Decrease more than 5 percent

II. FINANCIAL STATUS

- A. How does your (latest) operating budget for 1993-94 compare to the previous year's (final) budget? (In actual dollars for each year)

☐ Increased more than 5 percent
☐ Increased 3 to 5 percent
☐ Increased 1 to 2 percent
☐ No change
☐ Decreased 1 to 2 percent
☐ Decreased 3 to 5 percent
☐ Decreased more than 5 percent

- B. Did your institution have a budget cut during 1993-94 (i.e., after the year's budget was initially approved)? ☐ Yes ☐ No

- C. What total change in operating budget is likely for the next five years?

☐ Increase more than 5 percent
☐ Increase 3 to 5 percent
☐ Increase 1 to 2 percent
☐ No change
☐ Decrease 1 to 2 percent
☐ Decrease 3 to 5 percent
☐ Decrease more than 5 percent

- D. What is your institution's total operating budget for 1993-94?

☐ Under \$5 million ☐ \$26 - 50 million
☐ \$5 - 15 million ☐ \$51 - 75 million
☐ \$16 - 25 million ☐ Over \$75 million

PUBLIC INSTITUTIONS ONLY:

About what percentage of the total operating budget is provided by state government?

1993-94: % 1988-89: %

- E. Please rate your institution's current status on each of the following:

	Excellent	Very Good	Good	Fair	Poor
Overall financial condition	5	4	3	2	1
Adequacy of student financial aid (including scholarships, fellowships, loans)	5	4	3	2	1
Adequacy of faculty compensation	5	4	3	2	1
Ability to attract and hold good faculty	5	4	3	2	1
Ability to attract and hold good minority faculty	5	4	3	2	1

III. FACULTY

- A. Compared to 1992-93, did your institution have any net change in the number of:

	Net Gain	No Net Change	Net Loss
Full-time faculty — regular	3	2	1
Full-time faculty — temporary	3	2	1
Part-time faculty	3	2	1
Faculty 65 and over	3	2	1
Faculty 70 and over	3	2	1
Minority faculty	3	2	1
Women faculty	3	2	1
Tenured faculty	3	2	1
Minority faculty with tenure	3	2	1
Women faculty with tenure	3	2	1

- B. Are you currently making extensive use of part-time faculty (i.e., for more than one-fourth of courses)? ☐ Yes ☐ No

- C. FOR INSTITUTIONS WITH TENURE SYSTEMS (OR THE EQUIVALENT):

Does your institution have full-time faculty in appointments that do not hold tenure and are not on track for tenure?

☐ Yes, in all or most fields
☐ Yes, in certain fields
☐ No

If YES, these non-tenure appointments are what percentage of all full-time faculty at your institution? percent

Has your use of these positions increased in the last five years? ☐ Yes ☐ No

Do you expect to increase these positions in the next five years? ☐ Yes ☐ No

- D. Do you expect an increased pace of retirements among regular full-time faculty during the next five years? ☐ Yes ☐ No

- E. Please estimate the (cumulative) percentage of all regular full-time faculty that are likely to retire during the next five years: percent

- F. Do you expect the lifting of the mandatory retirement age to cause problems for your institution? ☐ Yes ☐ No

IV. INSTITUTIONAL RESTRUCTURING

This section refers to recent changes—generally since 1989.

A. Has your institution been involved recently in any of the following activities?

	Being		
	Yes	Discussed	No
<u>Budgetary changes:</u>			
Budget cuts across-the-board	3	2	1
Budget cuts for some units	3	2	1
Reduced budget for travel	3	2	1
Other line-item budget cuts	3	2	1
Budget freezes on travel	3	2	1
Budget freezes on other line items	3	2	1
Tighter monitoring of expenditures	3	2	1
New rules or procedures for how budgets are developed	3	2	1
<u>Administrative changes:</u>			
Reorganize administrative offices	3	2	1
Reduce administrative layers	3	2	1
Redesign administrative activity	3	2	1
Reduce senior administrative positions	3	2	1
Reduce other administrative positions	3	2	1
Enhance retirement incentives	3	2	1
Increase fund-raising	3	2	1
New revenue-producing use of facilities	3	2	1
Contract out for:			
plant and grounds maintenance	3	2	1
food service	3	2	1
safety and security	3	2	1
billing	3	2	1
other administrative services	3	2	1
Cooperate with other institutions for:			
—administrative services	3	2	1
—academic programs/degrees	3	2	1

B. Has your institution been involved recently in any of the following activities affecting academic programs and student services?

	Being		
	Yes	Discussed	No
<u>Changes in Student Services:</u>			
Reduce student services staff	3	2	1
Set fees for some services	3	2	1
Reorganize offices/functions	3	2	1
Reduce hours of services	3	2	1
Reduce spending for athletics	3	2	1
Other reductions in services	3	2	1
<u>Changes in Academic programs:</u>			
Reorganize academic units	3	2	1
Consolidate academic programs	3	2	1
Introduce new academic units/programs	3	2	1
Reduce the size of some programs	3	2	1
Increase the size of some programs	3	2	1
Reduce continuing education and public service programs	3	2	1
Increase scrutiny of programs	3	2	1
Review each unit's mission	3	2	1
Introduce or expand revenue-generating programs	3	2	1
Plan programs jointly with business	3	2	1

C. Have faculty been involved in making these decisions affecting academic programs? In what ways? (Check all that apply)

- ☐ Standing committees of the academic senate
- ☐ Ad hoc faculty committees, institution-wide
- ☐ Faculty representation on institution-wide committees
- ☐ Committees within academic units (schools, departments)
- ☐ Department-level input
- ☐ Other (please describe:)

D. Have any academic programs been eliminated? ☐ Yes ☐ No

IF YES: Total number of programs: _____
 Number, graduate programs: _____
 Number, undergraduate programs: _____

E. Have any full-time faculty been terminated for financial reasons? ☐ Yes ☐ No

IF YES: Total number: _____
 Number, tenured: _____
 Number, without tenure: _____

F. Do you expect that your current financial problems will have lasting long-term effects on your institution? In what ways?

	Yes	Maybe	No
Fewer students	3	2	1
Fewer programs and courses	3	2	1
Fewer students will graduate on time	3	2	1
Increased class size —			
introductory courses	3	2	1
advanced courses	3	2	1
Reduced support services	3	2	1
Increased teaching load for faculty	3	2	1
Lessened capacity for faculty research	3	2	1
Substantial reallocation of resources	3	2	1
Limited reallocation of resources	3	2	1
Outdated labs and equipment	3	2	1
Deterioration of physical plant	3	2	1
More state control over spending	3	2	1
Less state control over spending	3	2	1
More decentralized budget decisions	3	2	1
Greater tensions between faculty and administration	3	2	1
Increased reliance on tuition revenues	3	2	1
More institutional funds for student aid	3	2	1
Less institutional funds for student aid	3	2	1
Slower growth than planned	3	2	1
Slower expansion of computer technology	3	2	1
Faster expansion of computer technology	3	2	1
A narrower mission	3	2	1
More programs will be revenue-generating	3	2	1
Will lose momentum on a long-term push to improve	3	2	1
Will lose ground compared to other institutions	3	2	1
Will gain ground compared to other institutions	3	2	1
Will be a more effective institution	3	2	1

V. ACADEMIC PROGRAMS

- A. Do you have a: _____ Semester system
 _____ Quarter system
 _____ Other: _____
- B. How many weeks are there in each academic term (excluding reading periods, exam weeks, holiday and other breaks)? _____ weeks per term
- C. How has your academic term changed over the last ten years?

- D. Please give a general estimate of how many of your students:

	Less than 10%	10-24%	25-39%	40%+
Enroll with an undecided major	4	3	2	1
Change major	4	3	2	1
Complete double/dual majors	4	3	2	1
Have taken courses at other colleges/universities	4	3	2	1
Have delays getting into courses required in the major	4	3	2	1
Graduate with many more credits than required	4	3	2	1
Take remedial or other courses not counting toward graduation	4	3	2	1

- E. Please rate your institution on its response so far to the following academic challenges, compared to what you consider to be good practice.

practice.	Low					High
	1	2	3	4	5	
Strengthening writing skills	1	2	3	4	5	
Strengthening math skills	1	2	3	4	5	
Strengthening general education	1	2	3	4	5	
Internationalizing the curriculum	1	2	3	4	5	
Attaining diversity among students	1	2	3	4	5	
Attaining diversity among the faculty	1	2	3	4	5	
Gaining tolerance for diversity	1	2	3	4	5	
Offering programs needed by adult learners	1	2	3	4	5	
Offering programs needed by business and our region	1	2	3	4	5	
Using computers for academic purposes	1	2	3	4	5	
Supporting good teaching practices	1	2	3	4	5	
Conducting effective program review	1	2	3	4	5	

- F. How would you rate your institution on its success with:

	Low				High
	1	2	3	4	5
Admitting minority students	1	2	3	4	5
Retaining minority students beyond the first year	1	2	3	4	5
Graduating minority students	1	2	3	4	5
Graduating minority students in subjects where they are underrepresented	1	2	3	4	5

- G. For your type of institution, what key interventions are most important in ensuring degree attainment among minority students?

- H. For your institution, what are the key obstacles to greater success in minority degree attainment?

- I. If the American Council on Education developed technical assistance focused on minority participation and attainment, would your institution be interested in using this service?

VI. CHALLENGES

What are the three most important challenges facing your institution in the next five years?

Thank you for your cooperation.
 Please return this form during
 February 1994 to:

Higher Education Panel
 American Council on Education
 One Dupont Circle N.W.
 Washington, DC 20036

Please keep a copy of this questionnaire for your records.

Name of Respondent _____

Title _____

Department _____

Telephone () _____

If convenient to FAX, our FAX number is: (202) 833-4760.

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- ☐ Washington, Charles W., Editor, *Higher Education Today: Facts in Brief*, May 1994. (58 pp.)
\$12.60/copy for ACE members, \$14.00/copy for non-ACE members.
- ☐ El-Khawas, Elaine, *Campus Trends*, 1993. Higher Education Panel Report No. 83, July 1993 (48 pp.).
- ☐ El-Khawas, Elaine, *Campus Trends*, 1992. Higher Education Panel Report No. 82, July 1992 (58 pp.).
- ☐ El-Khawas, Elaine, *Campus Trends*, 1991. Higher Education Panel Report No. 81, July 1991 (48 pp.).
- ☐ Johnson, Reid; Pruss, Joseph; Andersen, Charles J. and El-Khawas, Elaine. *Assessing Assessment*,
Higher Education Panel Report No. 79, May 1991. (26 pp.)
- ☐ El-Khawas, Elaine, *Campus Trends*, 1990. Higher Education Panel Report No. 80, July 1990 (48 pp.).
- ☐ El-Khawas, Elaine, *Campus Trends*, 1989. Higher Education Panel Report No. 78, July 1989 (48 pp.).

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